

# **Islamic Primary School School Report 2022-2023**



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# **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. To accomplish this, we first encourage a high professional standard for our teachers. Moreover, through curriculum, 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 the IMC:

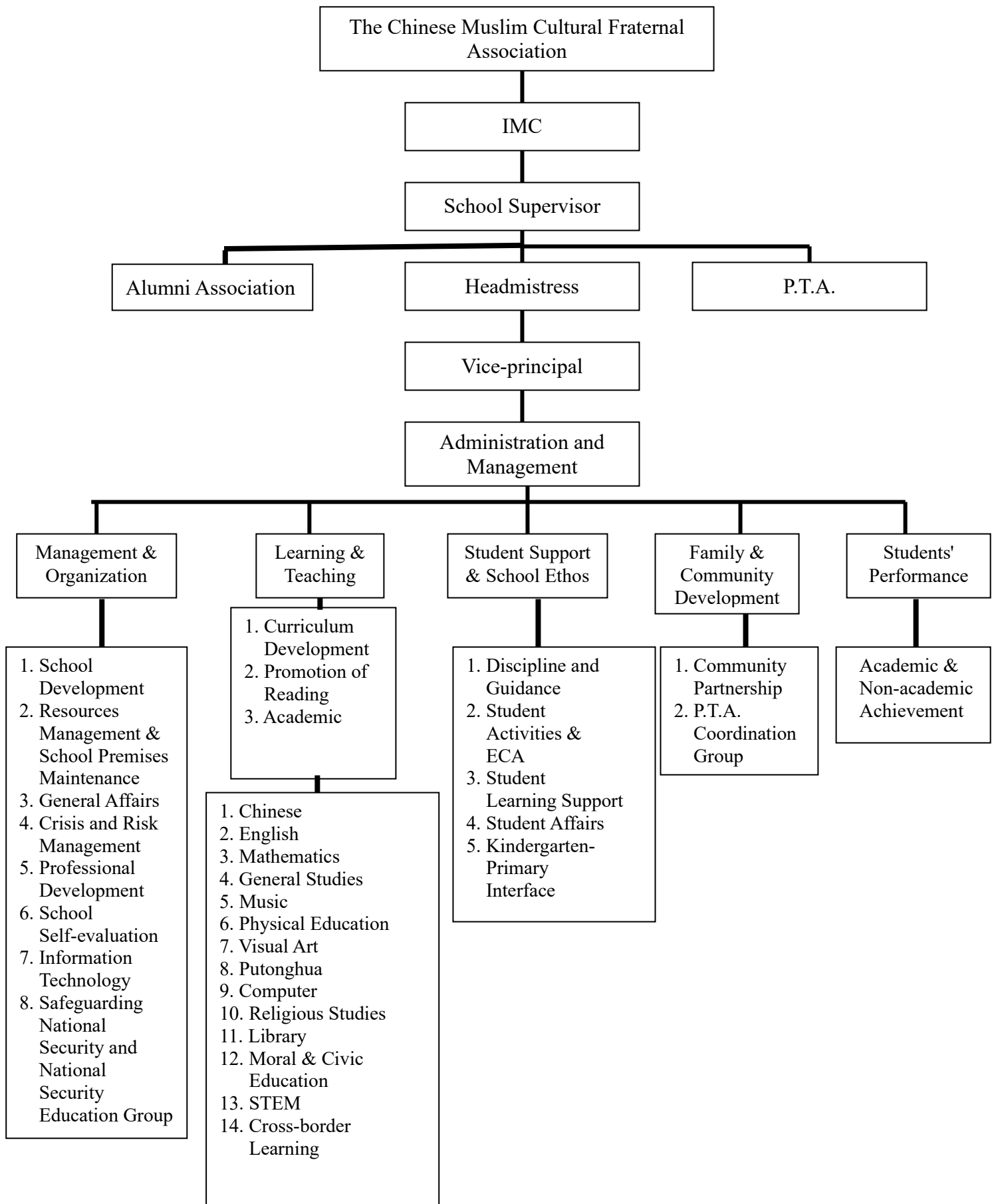
Supervisor: Ha Hay Cheong

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)  
 Ng Sui Lan (Independent Manager)  
 Ko Tak Yin (Principal)  
 Yeung, Karen Ka Yan (Parent Manager)  
 Lam Man Wah (Alternate Parent Manager)  
 Lee Mei Ngan (Teacher Manager)  
 Tsang Yiu Kei (Alternate Teacher Manager)

#### **2022-2023 Incorporated Management Committee Structure (IMC)**

| Members<br>School Year | Sponsoring<br>Body Manager | Principal | Parent<br>Manager | Teacher<br>Manager | Alumni<br>Manager | Independent<br>Manager |
|------------------------|----------------------------|-----------|-------------------|--------------------|-------------------|------------------------|
| 20-21                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |
| 21-22                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |
| 22-23                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |

## 4. School Organization



## 5. Staff Establishment

Teachers in school year 2022/23

| Principal | Vice-principal | PSM | CD | SENCO | APSM | Librarian | NET | 合約教師 | Total |
|-----------|----------------|-----|----|-------|------|-----------|-----|------|-------|
| 1         | 2              | 9   | 1  | 1     | 21   | 1         | 1   | 6    | 43    |

## 6. Staff List

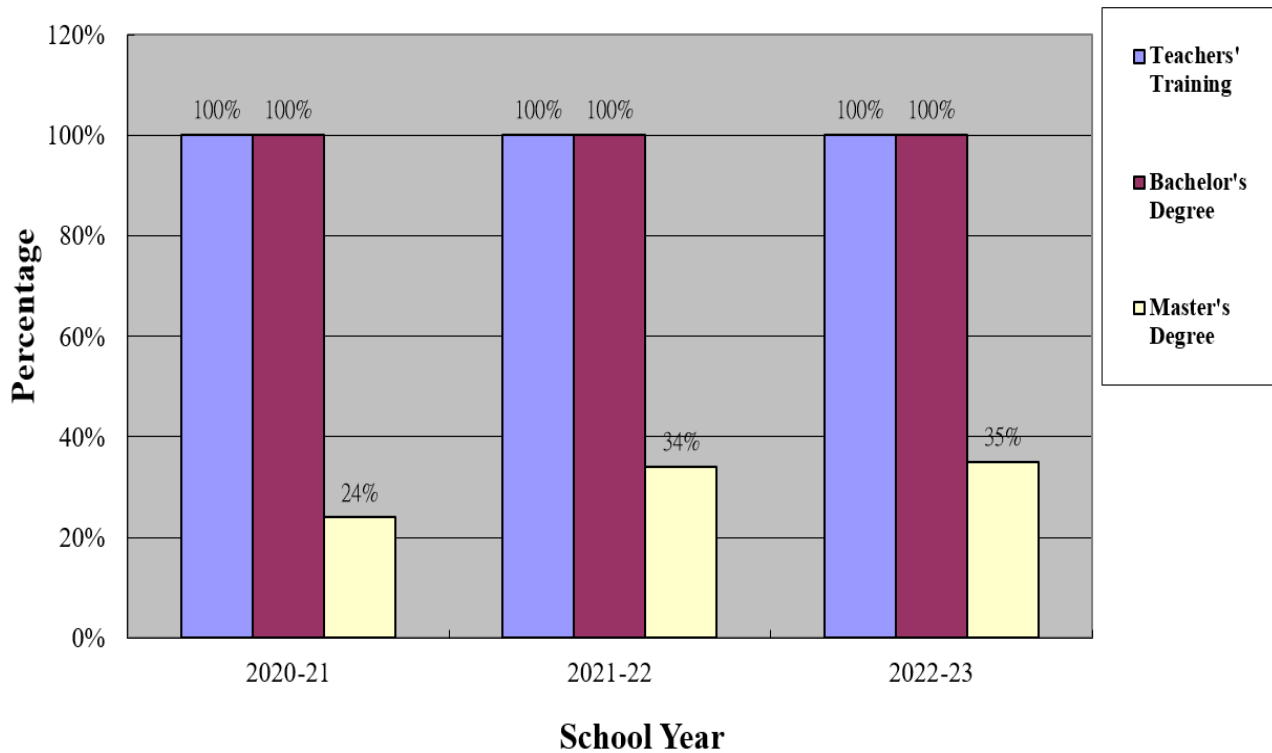
|                            |   |
|----------------------------|---|
| Principal :                | Ms. Ko Tak Yin  |
| Vice-Principal :           | Ms. Kwok Wing Ha Mr. Mok Hon Wai  |
| Administration Committee : | Mr. Lee Wai Keung, Mr. Tong Chin Hung, Mr. Mo Chun Leung,<br>Mr. Tsang Yiu Kei, Ms. Lee Mei Ngan, Ms. Yuen Man Ling,<br>Mr. Au Yeung Kam Wa, Ms. Yuen Wai Man,<br>Ms. Ng Kwok Chu, Ms. Yuen Wing Ting |
| Curriculum Development :   | Ms. Lee Po Po   |
| Teachers :                 | Ms. Ng Ka Li, Ms. Yuen Sau Chi, Ms. Chan Ka Yee,<br>Mr. Lam Wai King, Ms. Siu Siu Sin, Ms. Pang Po Ying<br>Mr. Cheung Kin Wai, Ms. Sun Yi   |
| Native English Teacher:    | Mr. Barry Richard Timothy, Mr. Shubham Kumar  |
| Teaching Assistants :      | Ms. Sunita, Ms. Pooja, Ms. Bibi, Ms. Rabia,<br>Ms. Pang Wing Chi, Ms. Tang Ka Yee   |

Class teachers:

|    |               |    |                |    |                |    |              |
|----|---------------|----|----------------|----|----------------|----|--------------|
| 6A | Lai Kit Chi   | 6B | Ko Ying Fung   | 6C | Cheng Siu Wing | 6D | Lam Shu Piu  |
| 5A | Wong Chun Yiu | 5B | Wong Chi Yung  | 5C | Ng Yuk Lan     |    |              |
| 4A | Chan Wai Sim  | 4B | Lo Kit Ying    | 4C | Yuen Wing Ting | 4D | Lau Wai Lung |
| 3A | Wong Sum Yi   | 3B | So Kathleen    | 3C | Tse Wing Chuk  |    |              |
| 2A | Leung Siu Lai | 2B | Lin Cheuk Ying | 2C | Lang Ying Nam  |    |              |
| 1A | Maria-jabeen  | 1B | Law Shuk I     | 1C | Chung Sin Wa   |    |              |

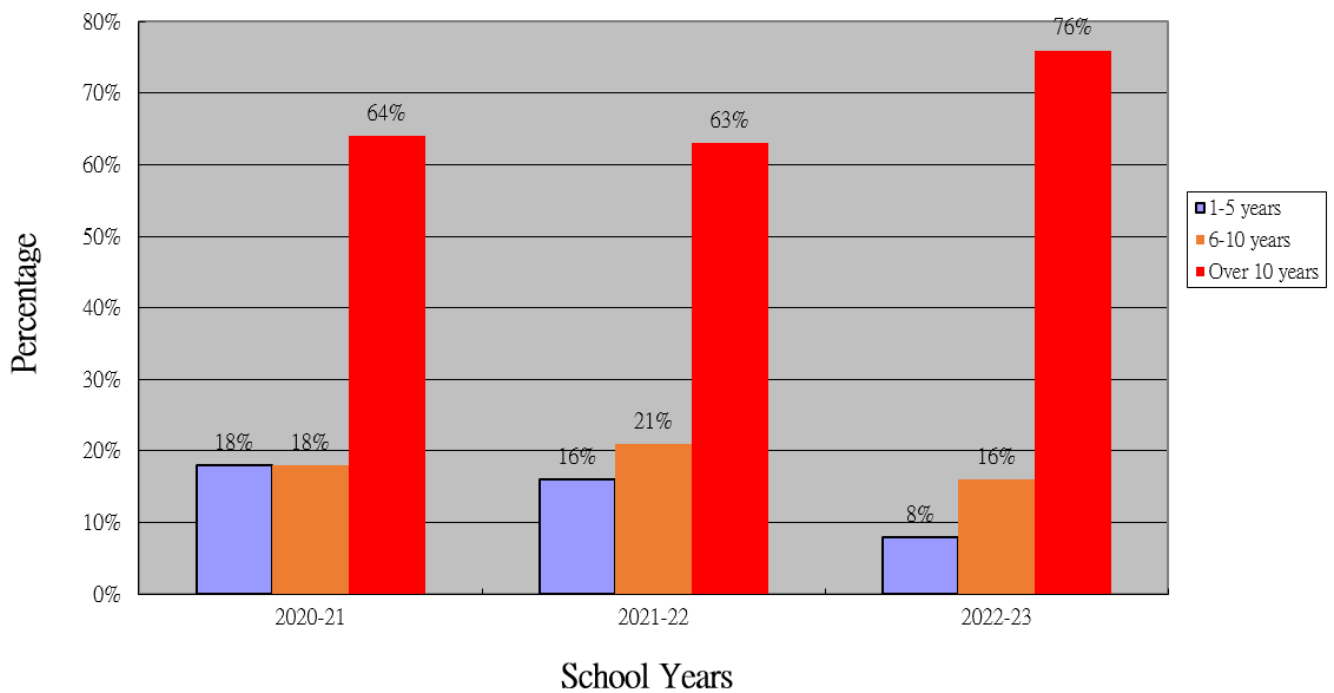
## 7. Teacher Qualifications

### Teacher Academic Qualification



## 8. Teacher Experience

### Experience of Teaching





## 9. Teacher Professional Development

| Date       | Activities   |
|------------|--|
| 01/08/2022 | EDB Online Foundation Course for Teachers - Affective Education for Gifted/ More Able Students (4th round)   |
| 01/09/2022 | Online Basic Course on Catering for Diverse Learning Needs (AA: 01 Sept - 30 Nov)  |
| 09/09/2022 | Positive Discipline Experience Workshop  |
| 15/09/2022 | Online Basic Course on Catering for Diverse Learning Needs (AB: 15 Sept - 14 Dec)  |
| 19/09/2022 | Introduction to PLP-R/W  |
| 19/09/2022 | Chinese Language Curriculum Second Language Learning Framework - Curriculum and Assessment (Online Self-learning Course) (New) (September - November 2022) |
| 20/09/2022 | Optimal Use of the Additional Resources Under the Enhanced Measures on Integrated Education – Special Educational Needs Support Teachers (SENSTs)          |
| 26/09/2022 | Teaching Reading Overview  |
| 27/09/2022 | Briefing Session on Primary Education Curriculum Guide (Pilot Version)   |
| 28/09/2022 | Seminar on "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" 2022                                      |
| 01/10/2022 | EDB Online Foundation Course for Teachers - Gifted Education (Re-run) (1st round)  |
| 03/10/2022 | Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)  |
| 03/10/2022 | IT in Education Subject-related Series: Using e-Learning Tools to Facilitate the   |
| 06/10/2022 | Learning and Teaching in Chinese Language in Primary Schools Teaching Writing Overview   |
| 06/10/2022 | 「宋史」專題講座(二)：宋代士大夫與文人政治：以歐陽修為中心 (新辦)  |
| 12/10/2022 | STEAM Education Curriculum Planning Series: Design of STEAM Learning Activities and Assessment - Workshop (Refreshed)                                      |
| 18/10/2022 | Core Training Programme for Newly-joined Teachers (I) (2022/23) - Teachers' Professional Identity (Re-run)   |
| 20/10/2022 | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Teaching and Learning of Vocabulary (Refreshed)                 |
| 20/10/2022 | Briefing on Submission of School Data and Selection of Special Arrangements for TSA 2023   |

| <b>Date</b> | <b>Activities</b>  |
|-------------|--|
| 21/10/2022  | Identification of Gifted Students Series: Setting Up and Utilising a School-based Student Talent Pool to Facilitate the Planning of School-based Gifted Education (Primary) (New)                            |
| 24/10/2022  | Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (First intake in 2022/23 school year) (Re-run)   |
| 24/10/2022  | Online Knowledge Enrichment Programme on National Security Education: (4) "Knowing more about the Law: Continental Law, Common Law and National Security Law" (First intake in 2022/23 school year) (Re-run) |
| 24/10/2022  | IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Chinese Language in Primary Schools (Basic Level) (Online Self-learning Course)             |
| 24/10/2022  | Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (First intake in 2022/23 school year) (Re-run)                                    |
| 24/10/2022  | Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (First intake in 2022/23 school year) (Re-run)                                |
| 26/10/2022  | IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Chinese Language (Basic Level)  |
| 26/10/2022  | AIM Project Workshop   |
| 27/10/2022  | Media and Information Literacy Activity TVB Briefing Seminar   |
| 27/10/2022  | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Teaching and Learning of Grammar (Refreshed)  |
| 28/10/2022  | Core Training Programme for Newly-joined Teachers - Training Programme on the Constitution, Basic Law and National Security Education (Re-run)   |
| 28/10/2022  | Seminar on "Use of Copyright Materials for Education" (Refreshed)  |
| 29/10/2022  | The 3rd Hong Kong Inter-School Creative Paper Airplane Competition Briefing seminar and Teachers' Workshop   |
| 31/10/2022  | Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)  |
| 01/11/2022  | WebSAMS Workshop on Customizing Report Template - Basic Skills in Using Crystal Reports  |
| 01/11/2022  | Teacher Seminar on "Home-school Cooperation to Stimulate Positive Energy (II)" cum Award Presentation Ceremony of "Hi-Five Student Engagement Award Scheme"  |
| 02/11/2022  | Online Knowledge Enrichment Programmes on "Understanding Our Country": (2)   |

| Date       | Activities   |
|------------|--|
|            | National Security (First intake in 2022/23 school year) (Re-run)   |
| 02/11/2022 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (1) Constitution and Basic Law (First intake in 2022/23 school year) (Re-run)   |
| 02/11/2022 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (3) Belt and Road Initiative and Guangdong-Hong Kong-Macao Greater Bay Area (First intake in 2022/23 school year) (Re-run)                  |
| 03/11/2022 | 小學中國語文校本課程規劃：加強文化文學學習及國家安全教育（修訂）   |
| 04/11/2022 | Promoting Education for Sustainable Development through Life-wide Learning (New) (Online)  |
| 07/11/2022 | GoAdaptive for KS1 Mathematics   |
| 08/11/2022 | WebSAMS Workshop on Assessment & Reporting Module (Primary Schools)  |
| 09/11/2022 | IT in Education Blended Learning Series: Using e-Learning Tool to Foster Creativity of Students through Producing Multimodal Texts (Basic Level) (Online Self-learning Course)                                     |
| 10/11/2022 | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Text Reading (New)  |
| 11/11/2022 | IT in Education Subject-related Series: Using 3D Drawing Tools to Enhance Learning and Teaching Effectiveness of General Studies in Primary Schools (Basic Level)  |
| 14/11/2022 | IT in Education e-Leadership Series: Practical Examples and Skills in Managing e-Learning Devices in Schools   |
| 16/11/2022 | Values Education Series: (2) Induction Programme of Values Education for Teachers - Online Course (Refreshed)  |
| 16/11/2022 | STEAM Education Enriching Knowledge Series: Workshops on Applying Science Process Skills on STEAM Education in Primary Schools (Oct and Nov 2022) (Re-run)   |
| 16/11/2022 | IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Visual Arts in Primary Schools (Basic Level)  |
| 17/11/2022 | SSPA e-Platform Briefing Seminar   |
| 21/11/2022 | Sharing Session on the Progress on Chinese Reading and Writing of Non-Chinese Speaking (NCS) Students and Learning and Teaching Strategies, and the Use of Additional Funding to Support their Learning of Chinese |
| 22/11/2022 | Induction for New General Studies Teachers (Refreshed)   |
| 23/11/2022 | Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (Re-run)   |

| Date       | Activities   |
|------------|--|
| 23/11/2022 | IT in Education Technological Series: Using Makecode Arcade to Enhance Learning and Teaching Effectiveness of Coding in Primary Schools (Basic Level)  |
| 25/11/2022 | 22-23 Tuen Mun Joint School Teachers' Development Day  |
| 25/11/2022 | Diversified Learning and Teaching  |
| 25/11/2022 | Online Seminar on "Supporting Students with Personality Disorders and Self-Harming Behaviours"   |
| 28/11/2022 | Sharing Seminars on the Major Findings of Inspection Annual Report (IAR) (2021/22)   |
| 28/11/2022 | Core Training Programme for Newly-joined Teachers - Training Programme on the Constitution, Basic Law and National Security Education (Re-run)   |
| 28/11/2022 | 透過適異性教學啟發中國語文科資優／高能力學生的多元智能(小學)(新辦)  |
| 28/11/2022 | 透過適異性教學啟發中文科資優/高能力學生的多元智能(小學)  |
| 30/11/2022 | Primary Education Curriculum Guide Series: Briefing Session on Primary Education Curriculum Guide (Pilot Version) (Online Course—Recorded Sessions for Revisiting) (New)                             |
| 02/12/2022 | IT in Education Information Literacy Series: Information Literacy Education for Primary Schools (Basic Level) - Implementing Information Literacy Education  |
| 05/12/2022 | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Design and Adaptation of Learning and Teaching Materials (Refreshed)                                      |
| 08/12/2022 | Online Briefing Session on “Green Schools 2.0” cum “Solar Harvest Educational Kits for Primary Schools”  |
| 09/12/2022 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Third intake in 2022/23 school year) (Re-run)  |
| 09/12/2022 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (3) Belt and Road Initiative and Guangdong-Hong Kong-Macao Greater Bay Area (Third intake in 2022/23 school year) (Re-run)    |
| 09/12/2022 | Briefing Sessions on the Enhanced School Development and Accountability Framework  |
| 12/12/2022 | IT in Education Pedagogical Series: Using Note-taking Tools to Facilitate Learning and Teaching (Basic Level) (Online Self-learning Course)  |
| 13/12/2022 | IT in Education Blended Learning Series: Implementation of “Bring Your Own Device” (BYOD) Policy to Enhance Learning and Teaching Effectiveness of English Language in Primary Schools (Basic Level) |
| 14/12/2022 | Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2022/23 s.y. - Batch 1)   |

| Date       | Activities  |
|------------|---|
| 15/12/2022 | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Extensive Reading (New)  |
| 16/12/2022 | Primary Visual Arts Curriculum Planning Series: (1) Designing Teaching Topic(s) of a Unit under a Theme (Refreshed)   |
| 16/12/2022 | Briefing Sessions on the Enhanced School Development and Accountability Framework   |
| 16/12/2022 | Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Second intake in 2022/23 school year) (Re-run)                         |
| 20/12/2022 | Briefing session on School Messaging Module (SMM) of Fast Information Transmission System - online course   |
| 04/01/2023 | Phonological Awareness  |
| 05/01/2023 | A Series of Professional Development Online Seminars for Teachers on supporting Students with Intellectual Disability to learn Mathematics (1) : Getting the key to Mathematics Education |
| 12/01/2023 | Teacher Professional Development Gifted Seminar   |
| 16/01/2023 | Chinese History and Chinese Culture Series for General Studies: “Geography of Our Country and Stories of Chinese Historical Figures” – Online Seminar (New)                               |
| 30/01/2023 | Briefing on Schools for Social Development / Residential Homes and Referral Mechanism ( For Primary Schools)  |
| 02/02/2023 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (1) Constitution and Basic Law (Sixth intake in 2022/23 school year) (Re-run)                                      |
| 02/02/2023 | Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Sixth intake in 2022/23 school year) (Re-run)   |
| 07/02/2023 | District-based Networking Activity for Special Educational Needs Coordinators (SENCOs) in Primary Schools – Enhance the Effectiveness of Collaboration between SENCOs and SENSTs          |
| 07/02/2023 | GoAdaptive for KS1 and KS2 for English Language   |
| 08/02/2023 | HKEAA STAR Platform Workshop  |
| 08/02/2023 | Speech Therapy Workshop : Accurate Pronunciation and Oral Muscle Exercises  |
| 08/02/2023 | Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" (2022/23 s.y. - Batch 2)  |
| 09/02/2023 | To Infinity and Beyond - Nurturing Creativity in the English Classroom (Primary) (New)  |
| 10/02/2023 | Understanding our History and Culture from the Perspective of Life-wide Learning: Hong Kong Chronicles and the Story of Hong Kong (New) (Online)  |

| Date       | Activities  |
|------------|---|
| 11/02/2023 | 建議篇章的賞析與品味（五）：詠物抒懷，義兼比興：〈七步詩〉、〈絕句〉（兩個黃鸝鳴翠柳）、〈金縷衣〉、〈題西林壁〉、〈石灰吟〉賞析（新辦）  |
| 17/02/2023 | Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Integrating Reading and Writing (New)  |
| 24/02/2023 | How to Foster Deeper and Wider Sister School Exchanges between Mainland and Hong Kong Under the Pandemic  |
| 24/02/2023 | Pilot Scheme on “Enhancing Science and Technology Learning at Upper Primary Level” Series: Sharing Session on Science and Technology Education in Mainland Primary Schools (New)                          |
| 25/02/2023 | STEAM Education Enriching Knowledge Series: Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools – AI Robotics and Drone Coding (for Primary Schools) (New) |
| 28/02/2023 | IT in Education Technological Series: Using 360-degree Panorama, Virtual Reality (VR) and 3D Modeling Technologies to Create a Virtual School Tour (Basic Level)  |
| 01/03/2023 | Effective Use of General Studies Learning and Teaching Resources – Values Education (financial education related) (New)   |
| 01/03/2023 | "Family Resilience" Online Learning Foundation Certificate Course   |
| 03/03/2023 | Effective Use of General Studies Learning and Teaching Resources – Values Education (environmental conservation and sustainable development related) (New)  |
| 10/03/2023 | Effective Use of Assessment for and as Learning to Enhance Students’ Learning Effectiveness and Self-directed Learning in the Primary English Curriculum (Refreshed)                                      |
| 11/03/2023 | 建議篇章的賞析與品味（六）：契闊興情，千古同調：〈送元二使安西〉、〈九月九日憶山東兄弟〉、〈靜夜思〉、〈客至〉、〈賦得古原草送別〉賞析（新辦）   |
| 13/03/2023 | IT in Education Subject-related Series: Using e-Learning Tools to Enhance e-Assessment for General Studies in Primary Schools (Basic Level) (Online Self-learning Course)                                 |
| 15/03/2023 | IT in Education Information Literacy Series: Experience Sharing on School-based Implementation of Information Literacy (Primary Schools) (Basic Level)  |
| 24/03/2023 | TSA Online Training for Experienced Oral Examiners  |
| 25/03/2023 | 2023 Oral Examinar Training (1)   |
| 27/03/2023 | Primary 5 and Primary 6 Physical Education - Demonstration Lesson by Awarded Teacher of the Chief Executive's Award for Teaching Excellence   |

| Date       | Activities   |
|------------|--|
| 28/03/2023 | Primary 5 and Primary 6 Physical Education - Demonstration Lesson by Awarded Teacher of the Chief Executive's Award for Teaching Excellence  |
| 29/03/2023 | IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of English Language in Primary Schools (Basic Level) (Online Self-learning Course)                       |
| 30/03/2023 | Online Basic Course on Catering for Diverse Learning Needs (CC: 30 Mar - 28 Jun)   |
| 30/03/2023 | Workshop on Basic Choral Conducting Techniques (Primary & Secondary) (Re-run)  |
| 01/04/2023 | Digital Happiness-G10 Innovation and Technology Dream Factory  |
| 01/04/2023 | (PRI-E) examination administration highlights and marking scheme on English language   |
| 06/04/2023 | 2023 Oral Examiner Training (2)  |
| 13/04/2023 | Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2022/23 s.y. - Batch 3)  |
| 14/04/2023 | 建議篇章的賞析與品味（七）：即景融情，餘味不竭：〈春曉〉、〈楓橋夜泊〉、〈山行〉、〈曉出淨慈寺送林子方〉、〈泊船瓜洲〉賞析（新辦）  |
| 17/04/2023 | TSA Briefing Session for Oral & CAV and Written Assessments  |
| 17/04/2023 | IT in Education Subject-related Series: Using e-Learning Tools to Enhance e-Assessment for Mathematics in Primary Schools (Basic Level) (Online Self-learning Course)  |
| 18/04/2023 | Seminar on National Security Education   |
| 18/04/2023 | "Gatekeeper Training" for Newly-joined Primary School Teachers   |
| 18/04/2023 | Seminar on National Security Education   |
| 21/04/2023 | School-based Curriculum Development (Primary) Section — 2023 Learning in Action Seminar: Enriching Learning and Teaching Experiences Exploring Knowledge from Evidence-informed Practices (English Language Education) |
| 24/04/2023 | "Mental Health@School" Teacher Professional Network Online Seminar (II)  |
| 24/04/2023 | IT in Education Technological Series: Using Artificial Intelligence (AI) Programming Tools in STEAM Learning Activities (Basic Level) (Online Self-learning Course)  |
| 27/04/2023 | IT in Education Technological Series: Virtual Reality and Its Applications in Education (Basic Level)  |
| 28/04/2023 | IT in Education Technological Series: Using Learning Management System (LMS) to Enhance Learning and Teaching Effectiveness (Basic Level) (Online  |

| Date       | Activities  |
|------------|---|
|            | Self-learning Course)   |
| 08/05/2023 | Diverified Teaching and Learning Teacher Workshop (Math)  |
| 10/05/2023 | Core Training Programme for Newly-joined Teachers (I) (2022/23) - Teachers' Professional Identity (Re-run) (For non-Chinese speaking teachers) (Conducted in English) |
| 13/05/2023 | Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2022/23 s.y. - Batch 3)                                  |
| 19/05/2023 | 建議篇章的賞析與品味（九）：淑世真言，勸善勵行：《論語四則》、《孟母戒子》、《遊子吟》、《明日歌》、《朱子家訓》賞析(新辦)  |
| 19/05/2023 | Understanding and Interpreting the Revised Primary Mathematics Curriculum (Re-run) (web-based)  |
| 23/05/2023 | Diverified Teaching and Learning Teacher Workshop (Chinese)   |
| 25/05/2023 | Experience Sharing Seminar on the Collaboration between SENCOs and SENSTs   |
| 30/05/2023 | Primary Mathematics Curriculum Interface Series : (1) Interface between Kindergarten and Primary Education (Re-run) (web-based)                                       |
| 02/06/2023 | The Enhanced School Development and Accountability Framework Seminars-cum-workshops   |
| 05/06/2023 | Introduction to Environmental Education and Related Teaching Materials (Primary School)   |
| 05/06/2023 | IT in Education Subject-related Series: Using e-Learning Tools to Facilitate the Teaching of English Language in Primary Schools (Basic Level)                        |
| 06/06/2023 | Diverified Teaching and Learning Teacher Workshop (English)   |
| 13/06/2023 | IT in Education Technological Series: Using e-Learning Tools to Record and Edit Teaching Videos (Basic Level) (Online Self-learning Course)                           |
| 16/06/2023 | Mental Health First Aid Standard Course   |
| 20/06/2023 | Tuen Mun District Primary Schools Joint School Mathematics Independent Learning Research Project Results Sharing Session  |
| 21/06/2023 | TSA 2023 Marking  |
| 28/06/2023 | JC Panda Briefing Session for Affiliated School   |
| 30/06/2023 | NET workshop: Differential Learning Differentiating Instruction   |
| 04/07/2023 | Assessment in Music (Primary) (Refreshed)   |
| 07/07/2023 | Online Sharing Session on Sister School Scheme  |



| <b>Date</b> | <b>Activities</b>  |
|-------------|--|
| 14/07/2023  | Introductory Workshop on Brain-Based Teaching  |
| 17/07/2023  | IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of English Language in Primary Schools (Basic Level) (Online Self-learning Course) |
| 17/08/2023  | E-class Noitice System and AI System Briefing Workshop   |
| 25/08/2023  | Drone workshop   |

## 10. Communication with Parents

The school communicates with parents through different channels such as school circulars and notices, school newsletters, student handbooks, the school website, E-class Apps, Parent & Class Teacher Meeting and Parents' Day.

Parents participate in some school events: School Picnic, PTA Annual Meeting, PTA Outing, Lesson Observation, Sports Day and Graduation Day. The school also provides 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. Parents are welcome to make appointments with teachers.

### A. The Parent Teacher Association

The Parent Teacher Association was established in 1997. Matters of mutual concern were thoroughly discussed to improve students' personal and academic growth.

Parent Teacher Association Executive Committee Members (2022-2023):

| <b>Post</b>                        | <b>Parent Committee</b>            | <b>Teacher Committee</b>                                    |
|------------------------------------|------------------------------------|---|
| Advisor                            |                                    | <b>Ms. Ko Tak Yin</b>                                       |
| Chairperson                        | <b>Ms. Yeung, Karen Ka Yan</b>     |   |
| Vice-chairperson                   | <b>Ms. Lam Man Wah</b>             | <b>Ms. Kwok Wing Ha</b>                                     |
| Secretary                          | <b>Ms. Wong Wing Yi</b>            | <b>Ms. Yuen Man Ling</b>                                    |
| Welfare and Activities Coordinator | <b>Mr. Chow Ming Ho, Patrick</b>   | <b>Ms. Law Shuk I<br/>Mr. Cheung Kin Wai<br/>Ms. Sun Yi</b> |
| Treasurer                          | <b>Ms. Lam, Charlotte Shuk Fan</b> | <b>Mr. Au Yeung Kam Wa</b>                                  |
| Liaison Officer                    | <b>Ms. Ng Lai Kwan</b>             | <b>Mr. Mok Hon Wai<br/>Ms. Maria-jabeen</b>                 |

## B. Activities with Parents/ Parent Education

| Date   | Events  |
|--|---|
| 23/8/2022-25/8/2022  | Changes of School Life (P.1)  |
| 16/9/2022,23/9/2022  | Racial Harmony Activity (P.1&P.2 Parents)   |
| 24/9/2022  | Parent & Class Teacher Meeting  |
| 30/11/2022   | PTA Annual Meeting (Online Meeting)   |
| 14/12/2022<br>24/5/2022  | Easy Support-Parent Workshop  |
| 16/12/2022   | P.5 and P.6 Parent Seminar  |
| 22/12/2022   | Outdoor Learning Day (P.1-P.3)  |
| 22/12/2022   | Get Closer to Animals and Adventure Activity Day (P.4-P.6)  |
| 10/2/2023  | Parents' Day (Online Meeting)   |
| 11/2/2023  | P.T.A. Family Outing  |
| 21/2/2023<br>28/2/2023<br>14/3/2023<br>21/3/2023<br>28/3/2023<br>4/4/2023<br>18/4/2023 | Peer Parent Counsellor Training Program   |
| 2/3/2022   | Sports Day  |
| 10/3/2023<br>24/3/2023   | Parent-child Reading Workshop   |
| 18/3/2023  | Parent Seminar (Zoom)<br>'Ways to Improve Students' Articulation Skills' and<br>'Nurturing Positive Learning Habits and Improving Reading and Writing skills' |
| 23/3/2023  | 'Brain Development and Future Success' Parent Workshop  |
| 31/3/2023  | Lesson Observation for P.1 to P.3 Parents   |
| 18/4/2023  | P.6 Parent Seminar  |
| 8/7/2023   | Graduation Ceremony   |

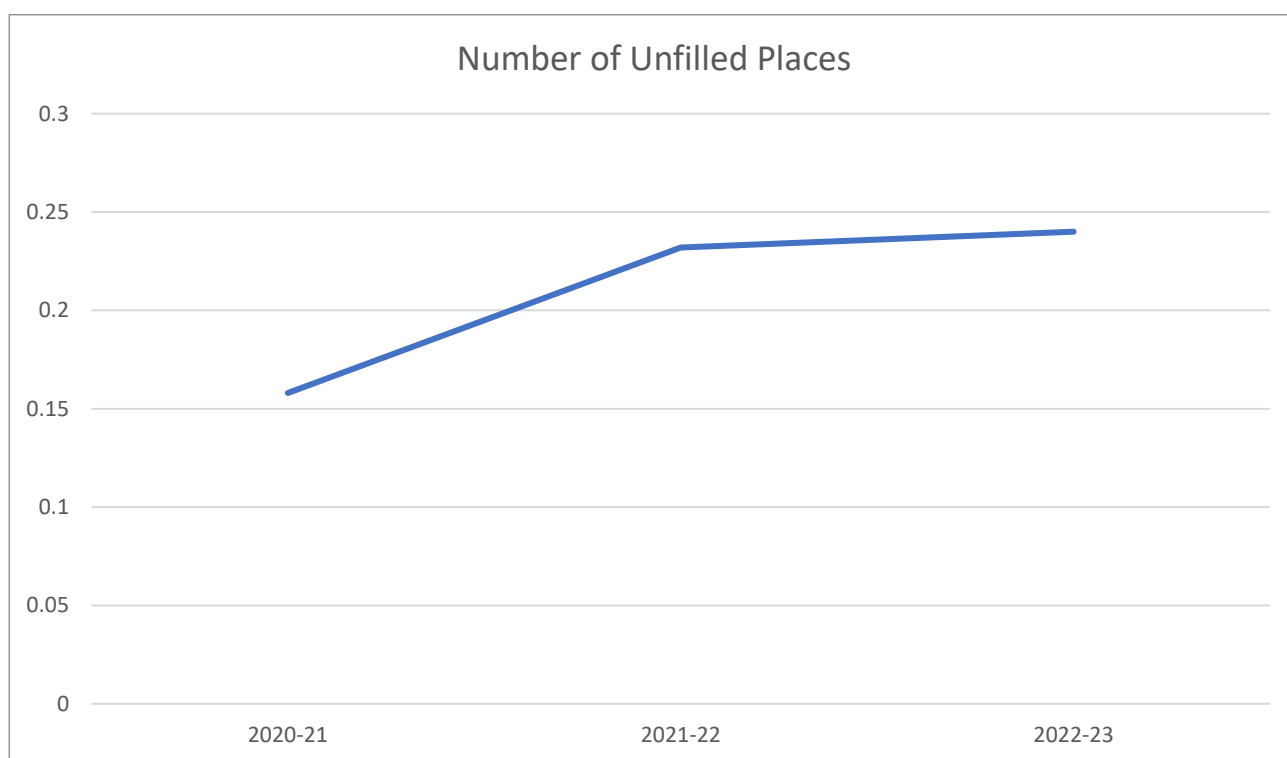
### C. Volunteer services

| Date   | Events   |
|--|--|
| 10/10/2022<br>15/11/2022   | Vaccination for P.1,P.6 & Vaccination for Seasonal Influenza |
| 22/12/2022   | Outdoor Learning Day   |
| 7/2/2023   | Makeup for the School Dance Festival                         |
| 8/2/2023   | Chinese Cultural Learning Day                                |
| 13/2/2023-27/2/2023  | Lunch Time Parent Helpers                                    |
| 24/2/2023<br>17/3/2023<br>31/3/2023<br>28/4/2023<br>5/5/2023<br>12/5/2023<br>19/5/2023<br>2/6/2023 | Story Parents  |
| 2/3/2022   | Sports Day   |
| 6/7/2023   | Parent-child Volunteer Service -Visiting the Elderly         |
| 8/7/2023   | Graduation Ceremony  |

## 11. Class Organization

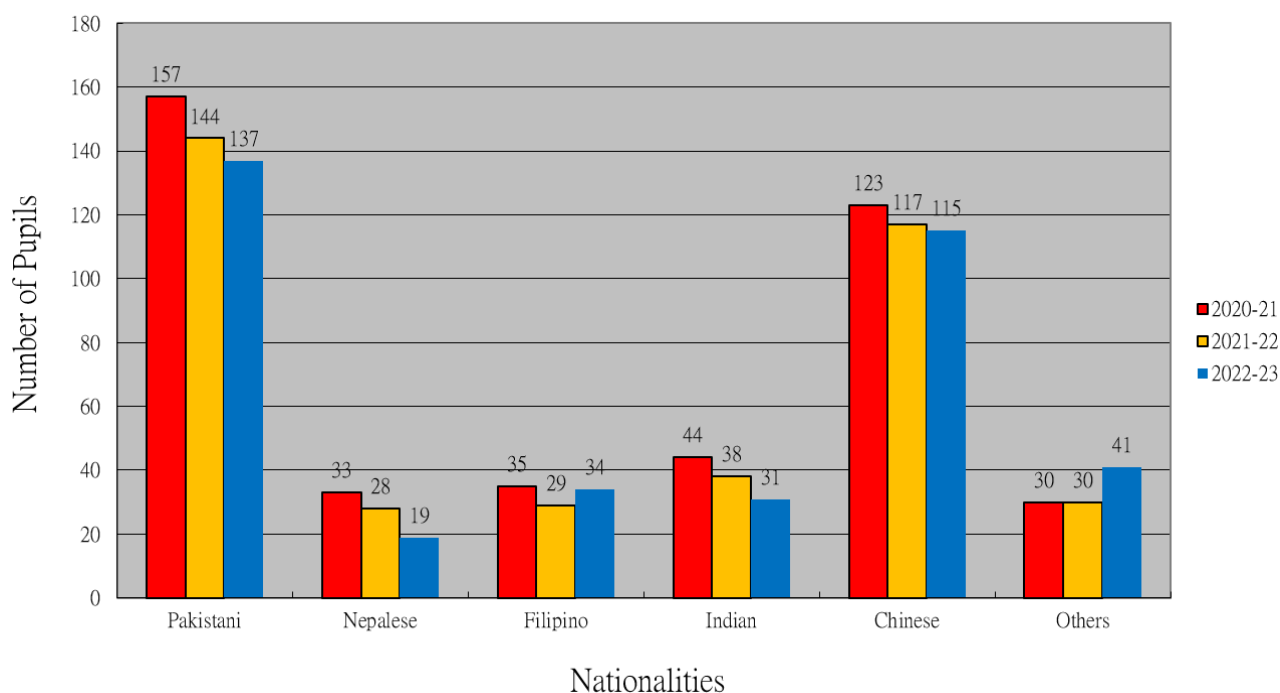
| Level            | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Class     | 3   | 3   | 3   | 4   | 3   | 4   | 20    |
| Capacity         | 75  | 75  | 75  | 100 | 75  | 100 | 500   |
| Boys             | 33  | 28  | 36  | 46  | 30  | 42  | 215   |
| Girls            | 25  | 24  | 25  | 32  | 23  | 36  | 165   |
| Total Enrollment | 58  | 52  | 61  | 78  | 53  | 78  | 380   |

## 12. Number of Unfilled Places



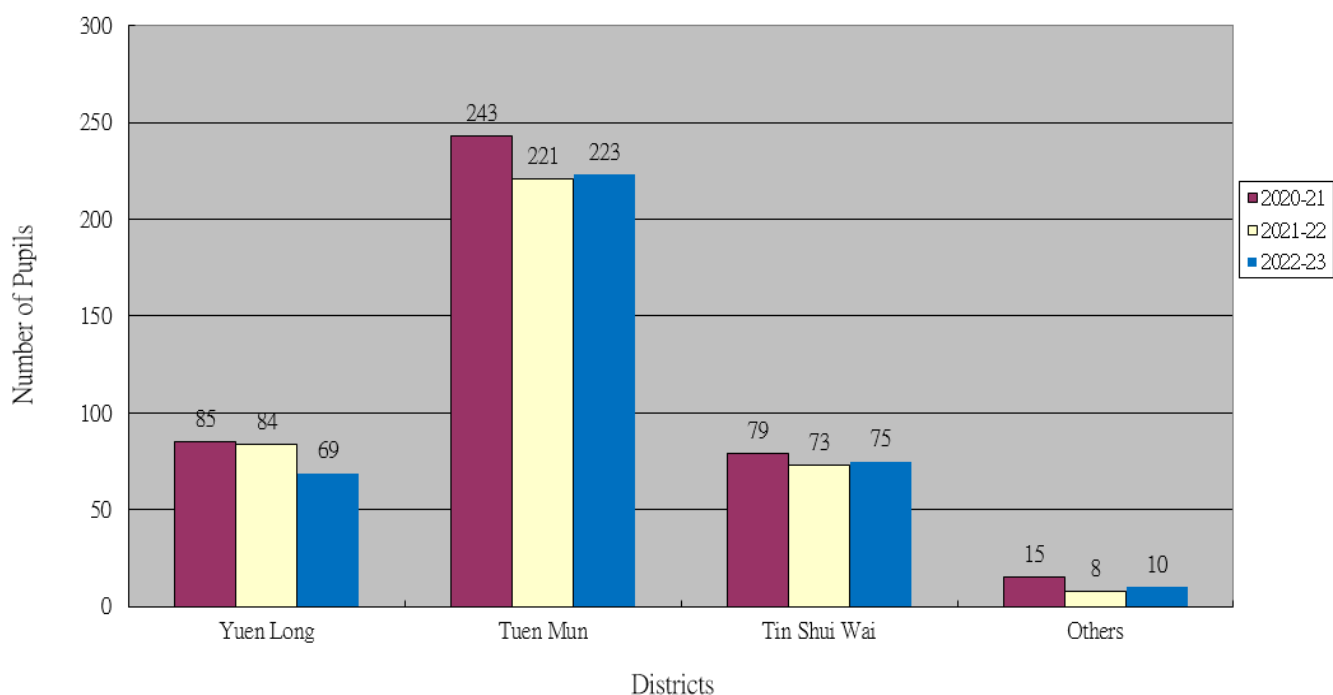
## 13. Ethnic Distribution of Students

Ethnic Distribution of Pupils

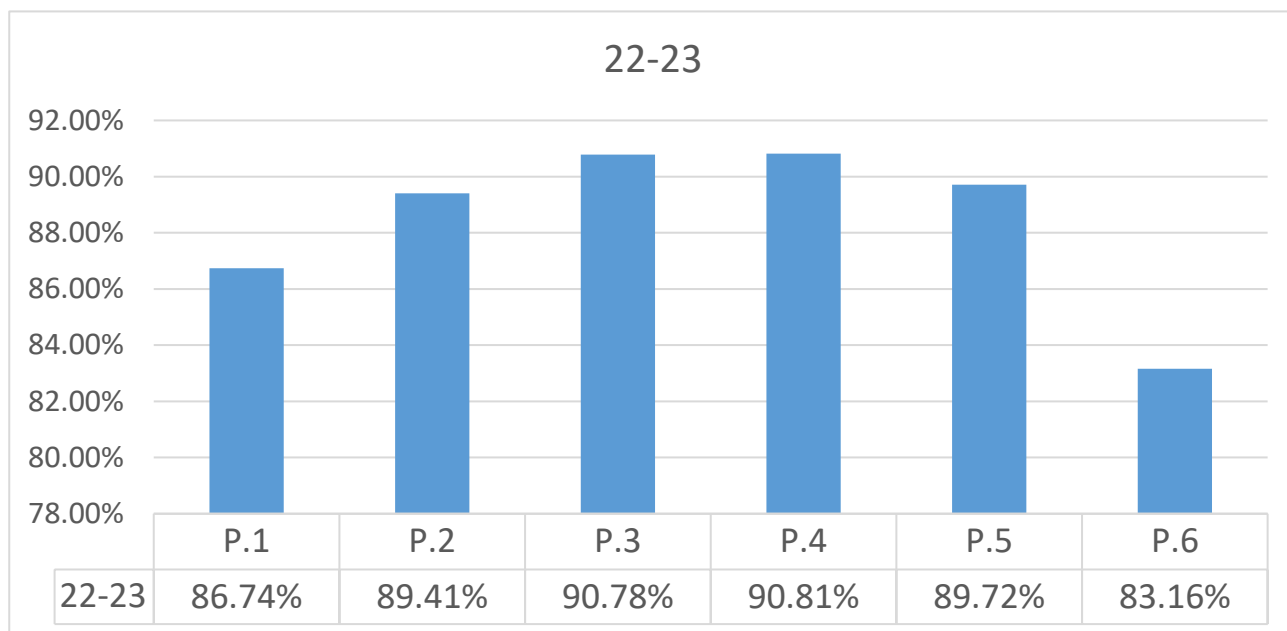


## 14. Residential Distribution of Students

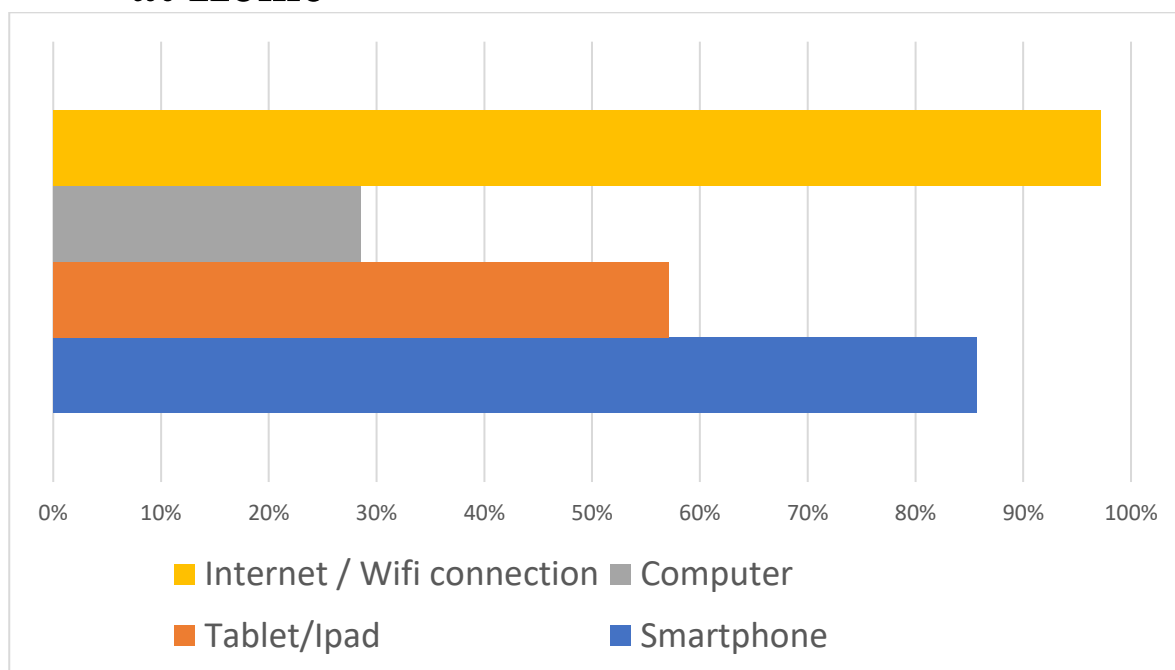
Residential Distribution of Pupils



## 15. 2022-2023 Attendance



## 16. Number of Students Who Have Electronic Devices at Home

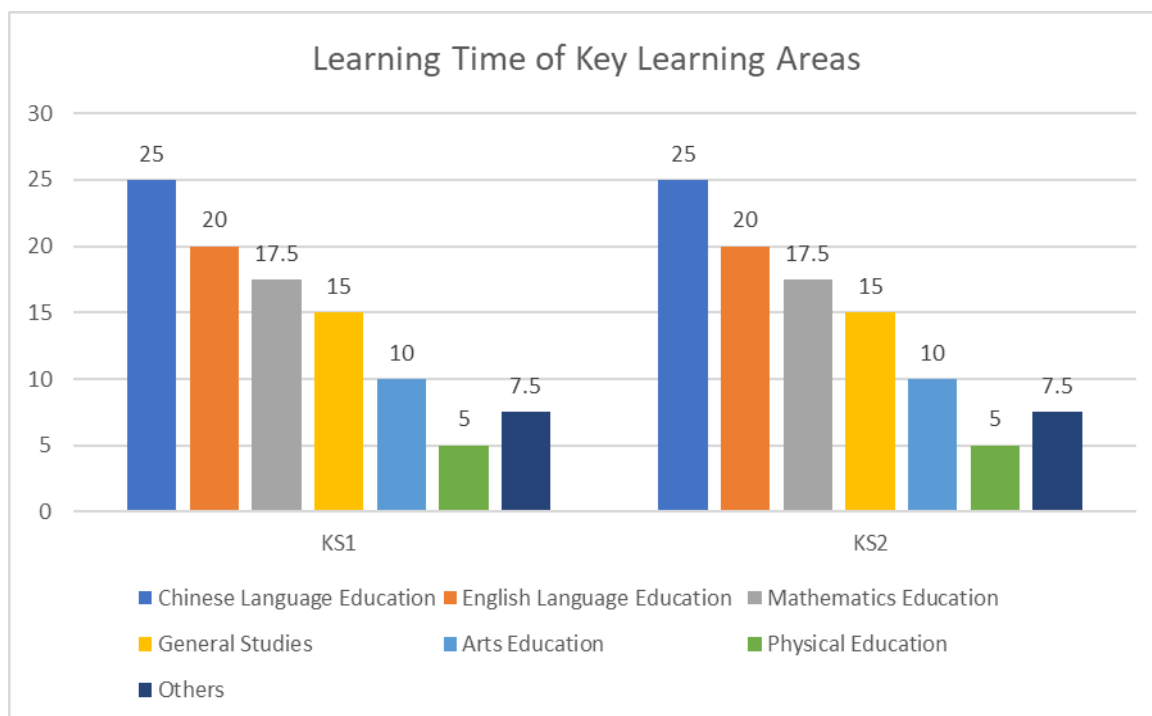


## II. Learning and Teaching

### 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 (Civic/Homework Guidance/Strive for improvement Program/Extra-curricular activities/Language Elective) | 2         | 2        |
| TOTAL  | 40        | 40       |

### 2. Learning Time of Key Learning Areas





### 3. Examinations

| Examination         | Date                 |
|---------------------|----------------------|
| P.6 First Term      | 8/12/2022-13/12/2022 |
| P.1-5 First Term    | 5/1/2023-10/1/2023   |
| P.6 Second Term     | 23/3/2023-28/3/2023  |
| P.1-P.5 Second Term | 13/6/2023-16/6/2023  |

### 4. Number of Active School Days

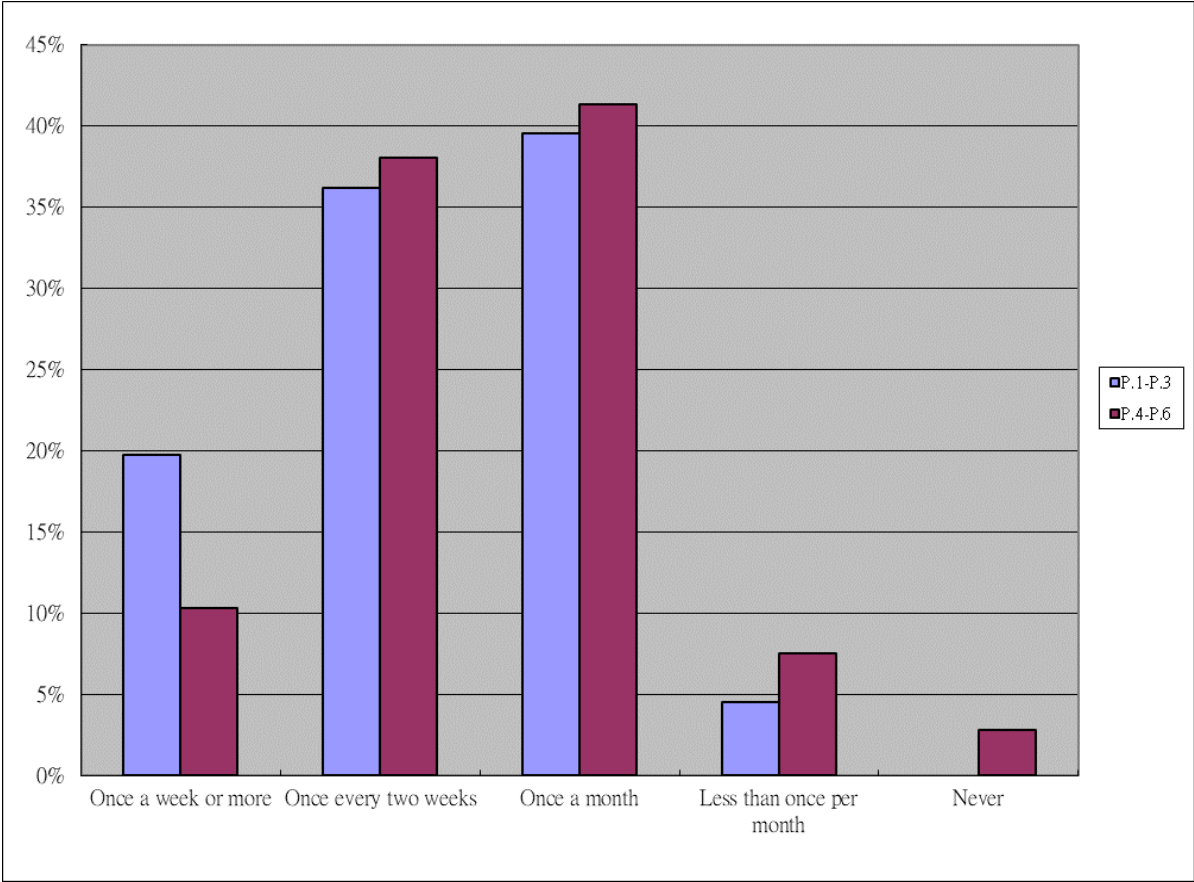
#### Number of Active School Days in 2022-2023

| Level   | School Days | #Active School Days |
|---------|-------------|---------------------|
| P.1-P.3 | 193         | 185                 |
| P.4-P.6 | 193         | 185                 |

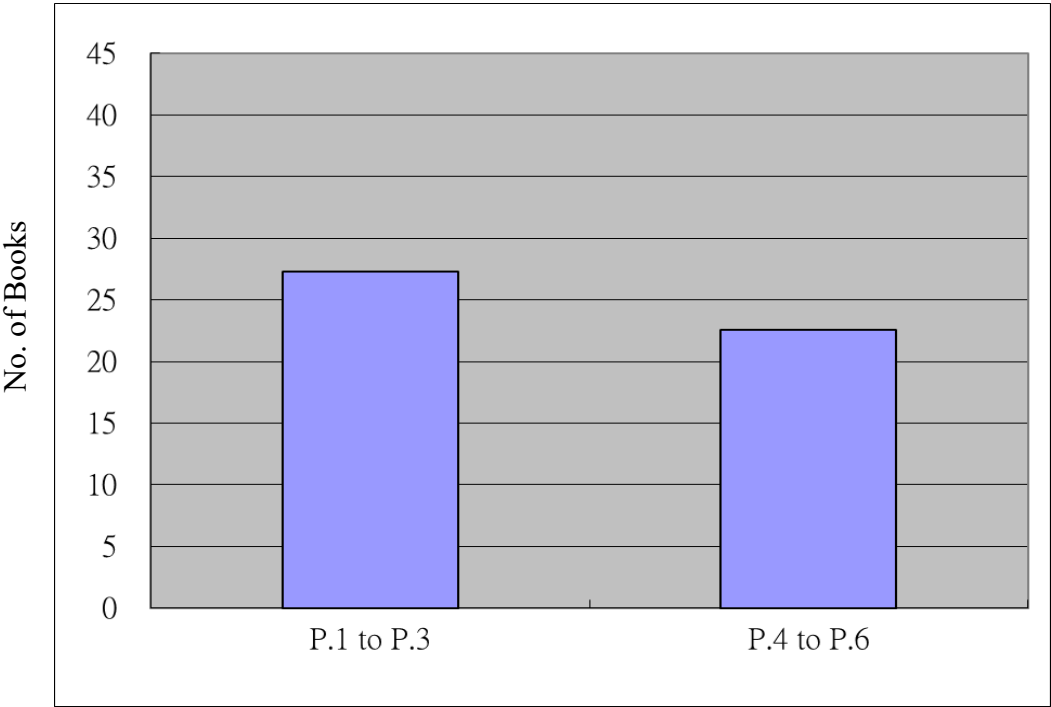
- # (1) The number of days with learning activities organized by the school, including regular classes and learning activities, e.g. school picnic and life-wide learning activities. Days allocated to examinations and teacher professional development days are excluded.
- (2) The actual number of school days does not deduct the days that the Education Bureau announced for the suspension of classes.

# 5. Reading Habits

**Frequency of Students Borrowing Reading Materials from the School Library (2022-2023)**



**Average No. of Students Borrowing Reading Materials from the School Library (2022-2023)**



## 6. School Based Curriculum

| Subject | Content   |
|---------|---|
| English | <ul style="list-style-type: none"> <li>● Developed school-based Core English Writing Curriculum in P.3-6 by adopting a greater variety of strategies to address the diverse learning needs of students, including less able and more able students in writing tasks.</li> <li>● Designed learning tasks with different levels of questioning and learning styles to cater students' learning diversity.</li> <li>● Students' self-assessment and self-evaluation are exercised by reflection tools (KWL chart, writer's checklist, etc.) and STAR exercises.</li> <li>● A core reading strategy was added in each level.<br/>P.1 and 2: - locate specific information by identifying key words, P.3 and 4: work out the real meanings of words and expressions by using clues, contexts and knowledge of the world, P.5 and 6: predict the likely development of topics by using personal experience and knowledge of the world.</li> <li>● Utilized Google Classroom as one of the e-learning platforms for P.4-6 students to carry out self-learning.</li> <li>● Taught P.3 students reading strategies and enhanced reading competence through TSA exercises.</li> <li>● Designed extended learning tasks for all levels:<br/>Students extended learning to their daily life. They shared and collected the information in class or through online learning platforms (e.g. Google Classroom, Padlet, etc.)</li> <li>● Implemented the P.1-3 PLP-R/W program, co-planning and co-teaching</li> <li>● Implemented the NET Program in P.1- P.6.</li> <li>● The NET writing program in P.6 and P.5 was cancelled due to half-day school in the 1<sup>st</sup> term under the pandemic.</li> <li>● School-based Phonics Workbooks for P.1-2 were designed and synthetic phonics teaching approach was implemented in English teaching.</li> <li>● 3 different levels of P.1-6 School-based Unit / Writing booklets were designed to cater students' learning differences.</li> <li>● P.1-6 Penmanship Competition was carried out in the end of 2<sup>nd</sup> term.</li> <li>● P.1-6 Book Report Competition to enhance students' reading interests and abilities was organized in the end of the 2<sup>nd</sup> term.</li> <li>● English Day (once a week) with student performances was cancelled due to half-day school in the 1<sup>st</sup> term under the pandemic.</li> <li>● Leveled reading in P.3 - P.6 was cancelled due to half-day school in the 1<sup>st</sup> term under the pandemic.</li> <li>● Reading was promoted by using online e-readers (e.g. EPIC, Storyline Online) and paid reading platform (Fun and Friends Book club for P.4-5). Students' reviews and feedback after reading were collected by using an online platform – Padlet.</li> <li>● Designed tasks in some grades to match the themes: "Appreciate ourselves and others" in the GE curriculum.</li> <li>● Chinese, English and Maths Games Day was organized to replace English Games Day at the end of the 2<sup>nd</sup> term. Interesting interactive IT learning</li> </ul> |

| Subject     | Content   |
|-------------|---|
|             | <p>installations (e.g. iFloor, iWall, iTable, robots, etc.) were set up for P.1-6 to learn Chinese, English and Maths.</p> <ul style="list-style-type: none"> <li>● The BBS program for selected P.1 students with the help of higher-grade schoolmates to arouse and enhance their interest in learning English was cancelled due to half-day school in the 1<sup>st</sup> term under the pandemic.</li> <li>● Self-reflection of RGW formative assessments in P.5-6 was carried out.</li> <li>● Values Education and National Security Education were integrated in the English curriculum.</li> </ul>  |
| Chinese     | <ul style="list-style-type: none"> <li>● 優化中文主流課程與學習策略框架，發展不同的學習策略，讓學生的學習有層階性的提升，同時提升學生的自學能力。</li> <li>● 老師配合「中國語文課程第二語言學習架構」為非華語學生設計分層課業及多元化教學活動和評估。</li> <li>● 優化五、六年級非華語學生校本課程</li> <li>● 提升非華語學生的中文能力，設拔尖課程，包括讀、寫、聽、說四個範疇</li> <li>● 善用校本電子學習平台，加強學生自主學習能力</li> <li>● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」（非華語生：三至五年級）</li> <li>● 推廣繪本故事教學，學習不同的語文元素、品德情意及價值觀。</li> <li>● 老師設計包含「自主學習」元素的問答遊戲，提升學生的中文學習興趣</li> <li>● 為小一學生設課後輔導課程及興趣班，以提升學生的中文水平</li> <li>● 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。</li> <li>● 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。（因疫情半天上課而取消）</li> <li>● 積極參加校外比賽，以提升學生視野</li> </ul>  |
| Mathematics | <ul style="list-style-type: none"> <li>● School-based assessments and assignments focusing on number dimensions to enhance students' learning and improve their individual performance were implemented.</li> <li>● A variety of assessments were adopted (formative assessments, model-making and practical tests).</li> <li>● Enhancement Classes for P.5 &amp; P.6 were organized.</li> <li>● Practical operations and diversified teaching activities were designed in the lessons.</li> <li>● A variety of activities (IPS Fair , Visiting the Hong Kong Monetary Authority, Maths Orienteering Game) were organized to enhance students' interest in learning.</li> <li>● “Practice Per Week” and Challenge questions were established.</li> <li>● Enhanced P.1-P.3 students' interest in reading Mathematics related books. P.1-3 used Storytelling as a teaching tool.</li> </ul> |

| Subject                | Content  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>● STEM activities in Mathematics were implemented in P.3-P.6.</li> <li>● Participated in inter-school competitions and Mathematics activities to broaden students' horizons.</li> </ul>   |
| General Studies        | <ul style="list-style-type: none"> <li>● Implemented Environmental Protection Programmes for students including: <ul style="list-style-type: none"> <li>- BEAM Plus recycling bin-Lai See Packet Recycling</li> <li>- Gardeners training programme in ECA period</li> </ul> </li> <li>● STEM education activities were developed: <ul style="list-style-type: none"> <li>- STEM activities related to topics in the textbooks</li> <li>- STEM Week (arranged after the final examination)</li> <li>- Participated in Ramp Walker Design Competition</li> <li>- Participated in Hong Kong Inter-School Creative Paper Airplane Competition</li> </ul> </li> <li>● Field trips</li> <li>● P.4 Project Learning: Cyberbullying</li> </ul>   |
| Library                | <ul style="list-style-type: none"> <li>● A Reading Scheme to accommodate students' interests and learning needs was implemented.</li> <li>● The Book Exhibition held on Parents' Day was cancelled due to Covid-19.</li> <li>● Competitions to encourage students to read were organized: <ul style="list-style-type: none"> <li>- Book Cover Coloring Competition for P.1 students</li> <li>- Book Cover Design and Coloring Competition for P.2 students</li> <li>- Rewrite Story Ending Competition for P.3 – P.4 students</li> </ul> </li> <li>● Storybook role-play activities for P.1 – P.6 students.</li> <li>● Cross-curricular reading activities including, "Learning to Read" to "Reading to Learn" were completed.</li> </ul>  |
| Information Technology | <ul style="list-style-type: none"> <li>● I.T. skills for self-learning were developed.</li> <li>● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held.</li> <li>● An online learning platform was set up for teachers' teaching resources (e.g. teaching videos, online exercise, etc. for students to learn).</li> </ul>   |
| Visual Arts            | <ul style="list-style-type: none"> <li>● Different competitions and activities were organized to enhance students' learning motivation.</li> <li>● Core courses for all levels were utilized to improve the vertical school-based Visual Arts curriculum.</li> <li>● An artistic atmosphere was created by posting students' art works near the art room.</li> <li>● Activities included art groups, a drawing class, as well as Wednesday/Thursday afternoon extra-curricular activities to develop students' potential and art skills were organized.</li> <li>● A wide range of evaluation types (e.g. teachers' self-evaluation, students' self-evaluation, peer evaluation, class performance) were employed</li> <li>● Electrical teaching and learning database was developed.</li> </ul> |

| Subject            | Content   |
|--------------------|---|
|                    | <ul style="list-style-type: none"> <li>Teacher workshop was organized on 16/1/2023 to expose teachers to a variety of creative media.</li> </ul>  |
| Music              | <ul style="list-style-type: none"> <li>The hand chime group was organized during the after-school periods and a percussion instrument team and pop band were cancelled due to half-day school under the pandemic.</li> <li>Kalimba group, choir and African drum class were organized on Fridays extra-curricular activities period.</li> <li>P.4 – P.6 students did not join the Hong Kong School Music Festival. solo singing competition due to half-day school under the pandemic.</li> <li>Some students joined the Hong Kong School Music Festival piano solo competition.</li> <li>Inter-class singing competition was organized by video .</li> <li>Some students participated in the Arts Ambassadors-in-School Scheme organized by the Hong Kong Arts Development Council (HKADC).</li> </ul> |
| Physical Education | <ul style="list-style-type: none"> <li>A diversified mode of Physical Fitness Test was created.</li> <li>Regular P.E. lesson routines were established to facilitate discipline and safety.</li> <li>Sports Day and training programs were organized to provide opportunities for students to train in athletics and participate in competitions.</li> <li>Participated in inter-school sports competitions to increase students' experience in competitions.</li> <li>By introducing and using a sports diary, students were encouraged to do exercise and develop their reading habit.</li> <li>Sports For All and Fencing Experience Day was organized on 12/7/2023 for P.1-5.</li> </ul>  |
| Putonghua          | <ul style="list-style-type: none"> <li>本校課程分主流課程(中國籍學生)及調適課程(非華語學生)。</li> <li>課程以教授拼音及普通話日常用語為主。</li> </ul>   |
| Religious Studies  | <ul style="list-style-type: none"> <li>School-based Religious Studies curriculum.</li> <li>Material mainly focused on moral and civic education.</li> <li>Some topics related to fundamental Islamic belief were taught.</li> </ul>   |

## 7. External Curriculum Support

To support students' Chinese, English and Mathematics learning, remedial teaching and subject enhancement classes were provided. The P.6 English teachers worked with a consultant regularly to have curriculum development meetings in order to optimize the school-based English curriculum. Besides, the P.5 NCS Chinese teachers also worked with an EDB curriculum development officer regularly to further optimize the P.5 NCS Chinese curriculum.

### III. Student Development Support

#### 1. School Functions

| School Functions                                 | Participants | Date                |
|--|--------------|---------------------|
| P.1 Orientation                                  | P.1          | 23/8/2022-25/8/2022 |
| School Commencement Day(ZOOM)                    | P.1-6        | 1/9/2022            |
| Dress Casual Day                                 | P.1-6        | 9/9/2022            |
| Parent-teacher Meetings                          | P.1-P.6      | 24/9/2022           |
| PTA Annual Meeting (ZOOM)                        | P.1-6        | 30/11/2022          |
| Outdoor Learning Day                             | P.1-3        | 22/12/2022          |
| Get Closer to Animals and Adventure Activity Day | P.4-6        | 22/12/2022          |
| Parents' Day (ZOOM)                              | P.1-6        | 10/2/2023           |
| PTA Parent-child Outing                          | P.1-6        | 11/2/2023           |
| UAP Opening Ceremony                             | P.4          | 24/2/2023           |
| Sports Day                                       | P.1-6        | 2/3/2023            |
| Sister School Scheme Online activity             | P.4          | 25/5/2023           |
| UAP Closing Ceremony                             | P.4-P.6      | 2/6/2023            |
| Graduation Day                                   | P.6          | 8/7/2023            |
| Prize-giving Day (ZOOM)                          | P.1-5        | 13/7/2023           |

#### 2. School Activities

| School activities                      | Participants   | Date  |
|--|----------------|---|
| Hong Kong Speech Festival Rehearsal    | P.1-6          | It was conducted in video format.                             |
| Drawing Competition                    | P.1-6          | It was conducted in V.A. lessons in the 1 <sup>st</sup> term. |
| Chinese Penmanship Competition         | P.1-6          | 14/11/2022-2/12/2022  |
| English Penmanship Competition         | P.1-3<br>P.4-6 | 12/1/2023<br>13/1/2023  |
| Education Camp                         | P.6            | Cancelled due to pandemic                                     |
| Art and Crafts Competition             | P.1-6          | It was conducted in V.A. lessons in the 2 <sup>nd</sup> term. |
| Inter-class Singing Competition(Video) | P.1-6          | 3/2023  |
| UAP Overnight Camp                     | P.4            | 24/3/2023-25/3/2023   |
| Cleanliness Competition                | P.1-6          | 8/5/2023-19/5/2023  |
| Discipline Competition                 | P.1-6          | 8/5/2023-19/5/2023  |
| Q & A Competition                      | P.3-6          | 5/2023  |

| School activities                         | Participants | Date                |
|---|--------------|---------------------|
| Chinese Composition Competition           | P.1-6        | 9/5/2023-2/6/2023   |
| Souvenir Making for Graduates             | P.6          | 13/6/2023-14/6/2023 |
| Integrated Learning Week                  | P.1-6        | 23/6/2023-30/6/2023 |
| Library Activity                          | P.1-P.6      | 11/7/2023           |
| Inclusion Activity                        | P.1&P.4      | 3/7/2023            |
|   | P.2&P.3      | 4/7/2023            |
| Chinese, English, Mathematics Games Day   | P.1-P.5      | 10/7/2023           |
| Book Character Activity                   | P.1-P.5      | 11/7/2023           |
| Sports For All and Fencing Experience Day | P.1-P.5      | 12/7/2023           |

### 3. Extra-curricular Activities

| Regular Groups   | Rotating Groups  |
|--|--|
| <ol style="list-style-type: none"> <li>Puppetry</li> <li>Kalimba</li> <li>Cool Think Programming</li> <li>Handicraft Group</li> <li>Cub Scout</li> <li>Gardening Group</li> <li>Table Tennis Group</li> <li>Sports Activity Group</li> <li>Floor Curling Group</li> <li>Visual Arts Group</li> <li>Balloon twisting</li> <li>Collective Games</li> <li>Choir</li> <li>Creative Group</li> <li>Naat Group</li> <li>Maths Games</li> <li>STEM Group</li> <li>NATS</li> </ol> | <ol style="list-style-type: none"> <li>Life Skills</li> <li>Scientific Experiments</li> <li>English Sing and Dance Along</li> <li>Mini Tennis Group</li> <li>Reading Story Group</li> <li>Art &amp; Craft</li> <li>Moral Education Story Telling</li> <li>African Drum</li> <li>Dance Group</li> </ol> |



## 4. Talks and Visits

| Talks  |              |            |
|--|--------------|------------|
| Topic  | Participants | Date       |
| Monthly Assembly: Discipline                 | P.1-P.6      | 5/9/2022   |
| Monthly Assembly: Acceptance                 | P.1-P.6      | 11/10/2022 |
| Monthly Assembly: Friendship                 | P.1-P.6      | 16/11/2022 |
| Monthly Assembly: Care                       | P.1-P.6      | 5/12/2022  |
| Monthly Assembly: Environmental Friendliness | P.1-P.6      | 13/2/2023  |
| Monthly Assembly: Respecting Teacher         | P.1-P.6      | 14/3/2023  |
| Monthly Assembly: Healthy                    | P.1-P.6      | 26/4/2023  |
| Monthly Assembly: Appreciating               | P.1-P.6      | 25/5/2023  |

| Visit  |              |                                 |
|--|--------------|---------------------------------|
| Venues   | Participants | Time                            |
| Tuen Mun Park                                    | P.1 students | 3/4/2023                        |
| Hong Kong Monetary Authority                     | P.2          | 28/3/2023, 29/3/2023, 30/3/2023 |
| Tuen Mun community facilities                    | P.2 students | 30/5/2023                       |
| Ho Koon Nature Education cum Astronomical Centre | P.3 students | 20/2/2023, 21/2/2023            |
| Eco Park   | P.4 students | 5/5/2023, 12/5/2023             |
| Mai Po Nature Reserve                            | P.5 students | 14/10/2022, 28/10/2022          |
| TVB newsroom                                     | P.5          | 16/5/2023, 23/5/2023, 30/5/2023 |
| The Court of Final Appeal                        | P.6 students | 14/3/2023, 15/3/2023            |
| Hong Kong Disneyland                             | P.6          | 9/6/2023                        |

## 5. Performances

| Event                     | Participants                             | Time  |
|---------------------------|--|---|
| PTA Annual Meeting (ZOOM) | P.1                                      | 30/11/2022<br>Shared students' performance's video clip under the pandemic. |
| Graduation Ceremony       | P.6<br>Oriental Dance<br>Hand chime team | 8/7/2023  |

## 6. Post-exam Activities

| Items of activities                       | Participants | Time                |
|---|--------------|---------------------|
| Reading Activity Day                      | P.1-P.6      | 21/6/2023           |
| English E.R.S. Activity                   | P.1-P.6      | 21/6/2023           |
| Intergrated Learning Week                 | P.1-P.6      | 23/6/2023-30/6/2023 |
| Graduation Ceremony Resheral              | P.6          | 3/7/2023-6/7/2023   |
| Inclusion Activity                        | P.1-P.4      | 3/7/2023,4/7/2023   |
| Interest Class                            | P.1-P.2      | 5/7/2023-7/7/2023   |
| Visit to Ping Shan Public Library         | P.4          | 7/7/2023            |
| Prize Giving Ceremony                     | P.1-P.5      | 8/7/2023            |
| Chinese, English & Maths Games Day        | P.1-P.6      | 10/7/2023           |
| Maths Orienteering Game                   | P.5-P.6      | 10/7/2023           |
| Book Character Activity                   | P.1-P.5      | 11/7/2023           |
| Archery Activity                          | P.5          | 11/7/2023           |
| Sports for All and Fencing Experience Day | P.1-P.5      | 12/7/2023           |
| Sex Education Seminar                     | P.5          | 12/7/2023           |
| Birthday Party                            | P.1-P.5      | 13/7/2023           |

## 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  |
|------------|--|
| /          | Strive for Success (Tuen Mun District)<br>Primary Students Award Scheme<br>The Best Improvement Award Scheme |

## 8. The Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) is a comprehensive support program for personal growth. It is aimed at enhancing students' resilience in coping with developmental and maturational challenges by enhancing their competence (I can...), optimism (I am...) and belongingness (I have...).

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

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

Activities:

| Activities            | P.4 students | P.5 students | P.6 students |
|-----------------------|--------------|--------------|--------------|
| Orientation           | ✓            | ✓            | ✓            |
| Small Group Session   | ✓            | ✓            | ✓            |
| Day Camp for students | ✓            | ✓            | ✓            |
| Parent-child day camp | ✓            |              |              |
| Parent Workshop       |              | ✓            | ✓            |
| Closing Ceremony      | ✓            | ✓            | ✓            |

## 9. After-school Programs

|   | Course and Activities                      | Participants      | Time             |
|---|--|-------------------|------------------|
| Community-based After-school Learning and Support Grant                             | Homework Tutorials                         | P.2-6             | 3/2023-6/2023    |
|   | Visit to Mine Ground                       | P.3-P.6           | Cancelled        |
|   | Fly Ball Experience Class                  | P.2-6             | Cancelled        |
| School-based After-school Learning and Support Grant                                | Junior Artist Class                        | P.1-2             | 10/2022 – 5/2023 |
|   | Drawing Class                              | P.3-4             | 10/2022 – 6/2023 |
|   | Table Tennis                               | P.1-2, P.3-6      | 10/2022 – 6/2023 |
|   | Basketball                                 | P.4-6             | 10/2022 – 6/2023 |
|   | Football                                   | P.1-2, P.3-6      | 10/2022 – 6/2023 |
|   | Fencing                                    | P.4-6             | 10/2022 – 6/2023 |
| Life-wide Learning Grant  | Debate                                     | P.5-P.6           | 9/2022           |
|   | Aerospace STEAM                            | P.4-P.6           | 10/2022 -1/2023  |
|   | English Drama                              | P.4-P.6           | 10/2022- 6/2023  |
|   | Phonics                                    | P.1               | 10/2022- 6/2023  |
|   | Parent-Child Floor Curling                 | P.1-P.3           | 10/2022- 6/2023  |
|   | African Drama                              | P.1-P.3           | 10/2022- 6/2023  |
|   | Drone Class                                | P.4-P.6           | 2/2023-6/2023    |
|   | Drone Workshop                             | P.4-P.6           | 7/2023           |
|   | Secondary School Interview                 | P.6               | 11/2022-6/2023   |
|   | Summer Bridging Class                      | P.1-P.5           | 8/2023           |
|   | Lego Architecture Class                    | P.1-P.3           | 10/2022- 6/2023  |
|   | Oriental Dance (Interest Group)            | P.1-P.3           | 10/2022- 6/2023  |
|   | Oriental Dance (Performance)               | P.4-P.6           | 10/2022- 6/2023  |
| School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children | Homework Tutorials                         | Selected students | 10/2022-6/2023   |
| Other   | Attention Training Group                   | Selected Students | 10/2022-12/2022  |
|   | Chinese Reading and Writing Training Group | Selected students | 10/2022-12/2022  |
|   | English Reading and Writing Training Group | Selected students | 2/2023-5/2023    |
|   | Social Playgroup                           | Selected students | 10/2022-5/2023   |
|   | Executive Function Training Group          | Selected students | 2/2023-5/2023    |
|   | Art Therapy Group                          | Selected students | 2/2023-5/2023    |

## 10. Uniform Groups & Service Groups

| Group                                | Participants        |
|--------------------------------------|---------------------|
| Understanding the Adolescent Project | P.4-6 (50 students) |
| School Prefects                      | P.3-6 (40 students) |
| Library Helpers                      | P.3-6 (14 students) |
| School Bus Prefects                  | P.5-6 (10 students) |
| CYC                                  | P.3-5 (69 students) |
| Caring Ambassador                    | P.1-6 (20 students) |
| JPC                                  | P.4-5 (36 students) |

## 11. Moral and National Education (MNE)

### i. School-based MNE Curriculum

Our school developed a set of learning materials for MNE. The material covers the following learning areas: National Identity, Responsibility, Perseverance, Commitment, Love and Care, Honesty and Respect, Law-abidingness, Empathy and Diligence. Besides integrating these materials into different learning subject areas and monthly assemblies, it is also extended to the moral education class to cultivate students to establish correct values.

In the process, teachers also appraised the learning needs of each class to select the most suitable learning materials and objectives for students. Partner teachers and discipline teacher from each form also involved in selecting appropriate learning materials for each class.

This year, Filial Piety was introduced through a variety of activities in May and June. Activities include: sharing Chinese filial piety stories, such as Huang Xiang Warm Quilt, so that students can learn about Chinese culture. Through the "Filial Piety Month Mission", students are required to complete at least one task every day, such as doing housework and massaging their parents, to express their gratitude to their parents and enable them to develop good behaviour. Parents can participate in this and give some positive feedback in the "Filial Piety Month Mission".

### ii. Integrated Learning Week

In order to enable students to better understand Chinese culture and the development of Hong Kong society, our school resumed the Integrated Learning Week this year, which is held in the post-examination period of the second term. In addition to the knowledge level, it also incorporates different elements of values education, to strengthen students' moral cultivation.

The topic of P.1 was "Amazing Chinese Festivals". Through various learning activities,

students learn about Chinese New Year origins, customs, and myths. They also learn how to make an art and craft of Dragon Boat Festival and a Chinese New Year dessert. In addition, P.1 students explore the topic by various activities, such as cooking and lion dancing. Students experience Chinese New Year through concrete experiences.

The topic for P.2 was "Ancient Chinese Inventions". P.2 students learn about great ancient Chinese inventions, related history as well as the impact of these inventions on our modern life. Students have opportunities to make recycled paper and make their own printing stamp with potatoes. Through a variety of learning activities, students learn insight into the brilliance of the ancient Chinese.

The topic of P.3 was "Chinese Food Culture". With a long history and rich variety of Chinese cuisine, students can learn about different food cultures, including festive food, chopsticks, etc. Traditional snacks for students are provided to taste and deepen their experience. In addition, by making dim sum with soft clay, students can experience the hard work and meticulousness of the chef in making food in another form.

The topic for P.4 was "Old and New Hong Kong". Although most of the public housing is modern, students could still learn about the situation and development of old public housing through online resources and extracurricular books. With a knowledge of old Hong Kong, they can see Hong Kong through a new pair of eyes, and appreciate the perseverance of Hong Kong people.

The topic of P.5 is "Famous Places in China". Students learn about Chinese history and national identity as well as some famous places in China. They worked in groups to make models of famous architecture.

The topic of P.6 is "Chinese Arts". Students learn about the history of China and different traditional arts and cultures, so as to enhance students' understanding of China.

### **iii. Multicultural Learning Days**

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 Cultural learning days. Students learn about the national flags, the cultures and the histories of the countries, famous landmarks, as well as the customs. Students also learned about different national costumes. Students had a chance to learn and appreciate different cultures through participating or observing different customs outside of the normal classroom routine.

#### **iv. National Security Education**

1. Flag-raising ceremony every Monday
2. Sharing about Chinese cultures/ moral education after every flag-raising ceremony
3. Including National Security Education into teaching curriculum, and keep records of the related topics for review
4. P.1-P.3 students read stories about moral education/ Chinese cultures in ECA
5. Holding workshops for parents that aim at arousing the awareness of respecting different cultures, and the importance of law-abidingness
6. Promoting and carrying out activities for the Sister School Scheme
7. Beautifying the environment by adding Chinese culture elements on wall displays, e.g. the Great Wall display on 6/F, and the display banners of famous Chinese spots in the covered playground
8. Displaying information about National Security Education in the school website

## **12. Student Welfare**

| <b>Support Services</b>      | <b>Number of Students</b> |
|------------------------------|---------------------------|
| Student Health Service       | <b>307</b>                |
| School Dental Care Service   | <b>314</b>                |
| Student Financial Assistance | <b>123</b>                |
| School Bus Service           | <b>120</b>                |
| Lunch Ordering Service       | <b>159</b>                |
| Provision of Lunch Subsidy   | <b>47</b>                 |

# 13. Whole School Approach to Integrated Education

Policies, Resources and Measures adopted for implementing a Whole-School Approach to Integrated Education

|           |   |
|-----------|---|
| Policy    | <p>To promote integrated education in our school, the following measures were implemented:</p> <ol style="list-style-type: none"> <li>1. Creating a happy learning environment, an integrated campus, fostering positive learning attitudes and helping students to be well-rounded in all subjects</li> <li>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</li> <li>3. Providing timely early identification of and relevant assistance for SEN students</li> <li>4. Adapting and employing a wide array of activities and curriculum supports for students with divergent learning needs</li> <li>5. Carrying out a whole-school approach to assist SEN students in meeting their diverse needs</li> <li>6. Developing home and school cooperation to enhance communication with parents to make suitable plans for SEN students</li> </ol> |
| 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"> <li>1. Learning Support Grant (LSG).</li> <li>2. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs</li> <li>3. Enhanced Speech Therapy Grant</li> <li>4. School-based Educational Psychology Service</li> <li>5. School-based Support Scheme Grant for Schools with Intake of Newly Arrived Children</li> <li>6. School-based After-school Learning and Support Programs</li> <li>7. Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students</li> </ol>  |



|  |  |
|--|--|
| Support measures and allocation of resources | <p>Our school provided the following support measures for SEN students and students who were weak at academics:</p> <ol style="list-style-type: none"> <li>1. A student support team. Team members included the curriculum development leader (CD), subject panel heads and our school social worker</li> <li>2. Intensive remediation for P.3 - P.6 students via two teachers employed under the “Small Remedial Class (English &amp; Mathematics) in Primary Schools”</li> <li>3. Remedial classes once a week for students with special learning needs (who were not in the “Small Remedial Class”)</li> <li>4. An emotional and social skills training group for students in need</li> <li>5. A Speech Therapy Service for students with speech impediments</li> <li>6. Teaching assistants in collaboration with teachers focused on helping SEN students during lessons</li> <li>7. After-school tutorials with teachers and teaching assistants for students in need</li> <li>8. Adaptation and accommodation in homework, dictation and assessments</li> <li>9. Parent seminars to enhance parents’ knowledge of SEN student learning characteristics</li> <li>10. Educational psychologist and speech therapist workshops for teachers to enrich their knowledge of helping SEN students</li> <li>11. Chinese and Mathematics enrichment classes in different periods to enhance student academic levels</li> <li>12. Attention training by an NGO for students with these needs</li> </ol> |
|--|--|

## 14. Summer Bridging Programme for NCS Students

(Chinese version only)

活動日期：31/7/2023-11/8/2023（共十天，六十小時）

活動時間：上午 9 時至下午 3 時

對象：升小一至升小四的非華語學生。

參加人數：

| 級別  | 非華語學生人數 |
|-----|---------|
| 升小一 | 15 人    |
| 升小二 | 22 人    |
| 升小三 | 24 人    |
| 升小四 | 22 人    |
| 合共  | 83 人    |

實施課程詳情：暑期銜接課程共分為七組，課程內容多元化，以遊戲、故事、童謠、角色扮演、視訊、小手工、競技活動、戶外參觀、社區遊等，透過日常生活情境，幫助非華語學生提升中文聽、說、讀及寫的能力和興趣，亦協助學生發展共通能力及培養價值觀。（詳見附件各級課程內容表）

檢討及成效：

1. 學生的出席率平均為 64%，學生缺席原因主要為請病假及事假（家中有要事需外出、校車安排等）
2. 於課程完結當天進行的學生問卷。結果為 100% 的學生喜愛此暑期課程的學習及參觀活動，94% 的學生喜愛學習中文，並認為此課程有助他們學習中文，100% 的學生認為此課程有助他們銜接新學年，問卷數據反映學生喜愛此暑期課程，課程內容亦適切實用且富趣味。
3. 透過多元化的學習活動，能有效提升學生的學習興趣。從學生的課堂表現、學生問卷和教師的觀察所得，學生積極參與課堂活動，並認真完成課後練習。
4. 暑期班的教材皆按照中國語文課程第二語言學習架構框架來設計，程度合適，而教師亦按學生能力自訂精教和略教的教學內容以照顧學生學習多樣性，提升學習效能，成效良好。
5. 本年度復辦出外參觀的活動，參觀了香港文化博物館、香港科學館及社區遊，學習有關中華文化、科學探究的知識及提供機會讓學生接觸社區，亦在校進行多元化的學習活動，包括動態及靜態的活動如手工藝、體育活動、語文遊戲等，所有活動皆以中文授課，創設中文語境，讓學生多機會多運用中文，以提升中文能力。大部分學生都投入活動，也盡量嘗試運用中文溝通和表達，反映學習活動能有效鼓勵學生學習並多運用中文，成效良好。
6. 本年亦安排本校部分非華語學生跟本地幼稚園生進行共融活動，透過互動形式如玩遊戲，共閱圖書，對話聊天等活動，創設機會給本校非華語學生跟外校華籍生以中文溝通和交流，把所學即時融入於生活中促進中文學習。

# 課程內容

級別：   升小一  

| 課程/活動  | 內容大要  |
|--|---|
| <p><b>開學日</b></p> <p>單元 1：【有趣的中文字】</p>           | <ol style="list-style-type: none"> <li>1. 學習筆劃、筆順規則和字型結構</li> <li>2. 朗讀並書寫中國數字一至十</li> <li>3. 認識自己的中文姓名</li> <li>4. 說一說：<br/>    我叫甚麼名字？/你叫甚麼名字？</li> <li>5. 認識人稱代詞：你、我、他</li> <li>6. 學習中文日常用語：</li> <li>7. 打招呼、道別、表達需要、課堂指示</li> </ol> |
| <p>單元 2：【我的身體】</p>                               | <ol style="list-style-type: none"> <li>1. 認識身體不同的部位</li> <li>2. 唱歌：眼耳口鼻歌</li> <li>3. 學習描述身體部位的數量詞</li> <li>4. 數一數，說一說：<br/>    「我有（數量詞）（身體部位）。」</li> </ol>  |
| <p>寫作活動(一)<br/>自我介紹</p>                          | <p>就單元 1 和 2 的學習材料進行仿作</p> <p><b>自我介紹</b></p>   |
| <p>單元 3：【我和我的家】</p>                              | <ol style="list-style-type: none"> <li>1. 認識家庭人物的稱謂</li> <li>2. 口頭造句：<br/>    「我的家裏有……。」介紹家中人物</li> <li>3. 聽一聽，圈一圈：《你說的是誰？》<br/>學習家庭/日常生活用品的名稱</li> </ol>   |
| <p><b>* 參觀香港文化博物館</b></p> <p>寫作活動(二)<br/>我的家</p> | <p>認識香港及中國文化</p> <p>就單元 3 的學習材料進行仿作</p> <p><b>我的家</b></p>   |
| <p>寫作活動(二)<br/>我的家</p>                           | <p>就單元 3 的學習材料進行仿作</p> <p><b>我的家</b></p>  |
| <p><b>* 參觀香港科學館</b></p>                          | <p>認識科學的基本知識</p>  |
| <p><b>遊戲日</b></p> <p>單元 4：【我的學校】</p>             | <ol style="list-style-type: none"> <li>1. 認識學校的人物、設施</li> <li>2. 口頭造句：<br/>    「學校裏有……。」介紹學校</li> <li>3. 認識不同的科目和學習活動</li> <li>4. 說話：介紹自己喜愛的學習活動</li> <li>5. 寫作：「我喜歡……。」</li> </ol>   |

|   |  |
|---|--|
|   | 介紹喜愛的活動  |
| 單元 5：【親親大自然】  | 1. 學習基礎顏色詞<br>2. 視覺練習：分辨顏色<br>3. 寫作：「我愛……」介紹喜愛的顏色<br>4. 認識天氣和大自然事物<br>5. 聆聽：聽聲音，辨天氣<br>6. 五感 |
| 公園/圖書館/社區遊 ( P.1-P.3)<br>/ 超級市場遊 (適應班) (上午)<br>歡送會(下午)  | 介紹社區設施   |
| <p>小一新生透過暑期課程能及早認識校園、新老師和同學，透過各學習範疇打下中文根基，學習基礎中文、課堂用語等，並加強幼小銜接，協助小一生儘早適應小學生活。另透過活動日、競技活動及參觀日等，營造中文語境，讓學生多聽多說，多運用中文的機會，加強生生互動，提升課程的趣味性及學生的學習效能。成效不錯。</p> |  |

# 課程內容

級別：升小

二

| 課程/活動/參觀                                     | 內容大要  |
|--|---|
| <p>開學日/<br/>單元一 《小牛在哪裏?》<br/>*理大課本第二冊第四課</p> | <ol style="list-style-type: none"> <li>1. 重溫自己的名字</li> <li>2. 重溫中國數字 (單元一 數字歌)</li> <li>3. 重溫方向詞 (工 1)</li> <li>4. 學習代名詞 (工 2)</li> <li>5. 重溫句式「(物)在(物)的方位詞。」</li> <li>6. 完成單元一 《小牛在哪裏》及工作紙(閱讀理解和聆聽練習)</li> </ol> |
| <p>單元二 《可愛的動物》<br/>*理大課本第三冊第六課</p>           | <ol style="list-style-type: none"> <li>1. 重溫及學習數量詞 (工 1)</li> <li>2. 重溫人物和動物名稱</li> <li>3. 學習動詞(工 2) 「叫」、「飛」、「游」、「吃」、「喝」和「爬」</li> <li>4. 完成單元二 《可愛的動物》及工作紙(閱讀理解和聆聽練習)</li> </ol>                                  |
| <p>寫作活動(上午)/勞作(下午)</p>                       | <p>寫作活動:</p> <ol style="list-style-type: none"> <li>1. 二素句 「(人物)在(事情)。」</li> <li>2. 三素句 「(動物)在(地方)(事情)。」</li> </ol> <p>勞作:</p> <ol style="list-style-type: none"> <li>1. 手錶</li> <li>2. 燈籠</li> </ol>             |
| <p>單元三 《我的家》<br/>*理大課本第三冊第七課</p>             | <ol style="list-style-type: none"> <li>1. 學習事情素</li> <li>2. 重溫水果名稱</li> <li>3. 重溫標點符號</li> <li>4. 句式「(人物)喜歡..., 也喜歡...。」(工 1)</li> <li>5. 完成單元三 《我的家》(工 2)</li> </ol>   |
| <p><b>*參觀香港文化博物館</b></p>                     | <p>認識香港及中國文化</p>  |
| <p>寫作活動</p>                                  | <ol style="list-style-type: none"> <li>1. 三素句</li> <li>2. 重溫及學習時間素</li> <li>3. 四素句</li> <li>4. 學習句式「(人)喜歡..., 也喜歡...。」</li> </ol>   |
| <p><b>*參觀香港科學館</b></p>                       | <p>認識科學的基本知識</p>  |
| <p>遊戲日 升 P. 1/P. 2(上午)</p>                   | <ol style="list-style-type: none"> <li>1. 學習課目名稱</li> <li>2. 學習文具名稱</li> </ol>  |

|  |   |
|--|---|
| 升 P. 3/P. 4(下午)  | 3. 重溫及學習量詞 (工 1)<br>4. 學習句式 「…都…」 (工 2)<br>5. 完成單元四 《我們一起上學去》及工作紙<br>(閱讀理解和聆聽練習)  |
| 單元五 《公園真好玩》  | 1. 認識遊樂場設施<br>2. 學習連接詞「和」的使用<br>3. 完成單元五 《公園真好玩》<br>4. 多媒體智能學習體驗；用多控電子屏進行<br>集體遊戲 |
| 公園/圖書館/社區遊 ( P.1-P.3) / 超級<br>市場遊 (適應班) (上午)<br>歡送會(下午)  | 介紹社區設施  |
| 小二的暑期課程主要是重溫部份小一的重要學習要點，也加入部份小二的學習元素，期望學生聯繫小一及小二的學習內容，也能讓學生開學之前能夠對所學內容有初步的認識，使學習更易於掌握新知識。另設活動日進行小手工，競技活動、多媒體智能學習體驗、參觀日等，營造中文語境，讓學生多聽多說，多運用中文的機會，加強生生互動，提升課程的趣味性及學生的學習效能。 |   |

# 課程內容

級別：升小三

| 課程/活動/參觀   | 內容大要   |
|--|--|
| <b>開學日</b><br>單元 1：【看時間】<br>(理大：中國語文(一)第四冊第八課)                                 | 學習和運用不同的時間詞<br>重溫冒號和引號的用法<br>重溫部首：「日」「月」                                       |
| 單元 2：【動物】  | 學習不同動物名稱<br>學習不同動物的外貌特徵  |
| 寫作活動(一)<br>卡通人物-----高飛   | 就單元 2 的學習材料進行仿作<br>描寫卡通人物-----高飛   |
| 單元 3：【學校的科目】   | 學習有關科目的名稱<br>重溫部首：「手」「水」   |
| <b>* 參觀香港文化博物館</b>   | 認識香港及中國文化  |
| 寫作活動(二)<br>四素句、續句  | 重溫四素句<br>看圖作句<br>供詞作句<br>續寫句子  |
| <b>* 參觀香港科學館</b>   | 認識科學的基本知識  |
| 單元 4：【食物】<br>(港大教育學院中文教育研究中心發展：<br>小學三年級第一冊單元二)<br>遊戲日                         | 學習食物的名稱<br>學習形容詞(食物)<br>學習顏色詞<br>說話<br>聆聽<br>學習不同的活動名稱<br>學習感歎號<br>重溫部首：「足」「言」 |
| 單元 5：【公園】<br>港大教育學院中文教育研究中心發展：<br>小學三年級第一冊單元一)                                 | 學習大自然、公園、活動的詞語<br>學習形容詞(心情)<br>學習量詞<br>說話、聆聽                                   |
| 公園/圖書館/社區遊 ( P.1-P.3)<br>/ 超級市場遊 (適應班) (上午)<br>歡送會(下午)                         | 介紹社區設施   |
| 小三的暑期課程主要是重溫小二的重要學習要點，包括部首、標點符號的使用，四素句及詞語造句等，期望學生於小三開學之前能夠有較鞏固的語文根基，亦能累積更多詞彙，讓 |  |

學生能於寫段落或理解文章時會更易於掌握。另設活動日進行小手工、競技活動、參觀日等，營造中文語境，讓學生多聽多說，多運用中文的機會，加強生生互動，提升課程的趣味性及學生的學習效能。



# 課程內容

級別：升小四

| 課程/活動/參觀   | 內容大要  |
|--|---|
| 理工大學 中國語文(二) 第四冊<br>第八課 我生病了                         | 1. 字詞認讀：與生病有關的字詞<br>第八課工作紙<br>2. 說話：生病時的感覺（病徵）<br>3. 閱讀理解一：<br>4. 第八課工作紙  |
| 理工大學 中國語文(二) 第四冊<br>第八課 我生病了                         | 1. 字詞運用：<br>A. 動名詞<br>B. 為、給<br>C. 填充<br>第八課工作紙<br>2. 字詞書寫：詞語<br>3. 字形結構及部首：左右及上包圍<br>「人」及「病」<br>第八課工作紙<br>4. 句子寫作<br>第八課工作紙<br>5. 視聽資訊：欣欣生病了<br>第八課工作紙 |
| 寫作活動(一)<br><br>*勞作活動                                 | 1. 看圖說話：一次生病的經過<br>2. 腦圖及寫作練習（寫作單元一）<br>*一次生病的經過<br>3. 勞作活動：釣魚遊戲(手工藝)<br>燈籠(小手工)  |
| 理工大學 中國語文(二) 第四冊<br>第九課 想念你                          | 1. 字詞運用：上、下<br>2. 字詞認讀<br>第九課工作紙<br>3. 閱讀理解：<br>第九課工作紙<br>4. 聆聽練習<br>第九課工作紙   |
| <b>*參觀文化博物館</b>                                      | 認識香港及中國文化<br><br>*參觀工作紙   |
| 理工大學 中國語文(二) 第四冊<br>第九課 P. 46 書信(慰問卡)<br><br>寫作活動(二) | (寫作單元二)<br>書信:(給外婆的慰問卡)<br>1. 看圖說話<br>2. 腦圖及寫作練習  |

| <p><b>* 參觀香港科學館</b></p>   | <p>認識科學的基本知識<br/>*參觀工作紙</p>  |
|---|--|
| <p>理工大學 中國語文(二) 第四冊<br/>第九課 《想念你》<br/>*上午幼稚園共融活動<br/><br/>*遊戲日(下午)</p>  | <p>1. 字詞運用：<br/>2. 部首：「心」<br/>第九課工作紙<br/>3. 字詞書寫<br/>詞語</p>  |
| <p>理工大學 中國語文(二) 第四冊<br/>第十課 《做個好學生》</p>   | <p>1. 說話<br/>● 「怎樣做個好學生？」<br/>● 看圖說話<br/>● 介紹<br/>2. 字詞運用<br/>● 常常<br/>● 才<br/>3. 續寫句子<br/>4. 字詞學習<br/>第十課工作紙<br/>5. 閱讀理解《做個好學生》<br/>第十課工作紙<br/>6. 字形結構<br/>第十課工作紙<br/>7. 字詞運用<br/>第十課工作紙<br/>8. 重組句子<br/>第十課工作紙<br/>9. 視訊練習<br/>第十課工作紙<br/>10. 訪問及總結<br/>第十課工作紙</p> |
| <p>公園/圖書館/社區遊 ( P. 1-P. 3) / 超級<br/>市場遊 (適應班) (上午)<br/>歡送會(下午)</p>  | <p>介紹社區設施</p>  |
| <p>小四課程主要幫學生適應高小中文課程，加強訓練學生的字詞運用及寫作技巧，在閱讀方面，也讓學生嘗試用完整句子作答，多運用好閱讀策略如圈關鍵詞、畫腦圖等以幫助學生理解課文內容。另設活動日進行小手工，競技活動、跟幼稚園生進行共融活動等，營造中文語境，讓學生多聽多說，多運用中文的機會，加強生生互動，提升課程的趣味性及學生的學習效能。</p> |  |

## IV. Student Performance

### 1. Scholarships

|   |   |
|---|---|
| The 2022-2023 Harmony Scholarships      | 2B TSANG IVANA CHARLOTTE YUEN SUM<br>5C WONG YU YUK |
| The Politest Students Award (2022-2023) | 3B CHUNG HOI CHING<br>5C WONG YU YUK                |

### 2. Students' 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 students’ physical well-being.

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

Analysis of the results:

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

Items tested include:

Height / Weight

1. Handgrip
2. One-minute sit-ups
3. Standing long jump
4. Sit-and-reach
5. Skinfold measurements (Triceps and Medial Calf)
6. 6/9-minute run/walk

### 3. Inter-school Events and Awards

| Nature of Activities | No. of Participants | Events / Items of activities   | Awards  |
|----------------------|---------------------|--|---|
| Chinese              | 13                  | Hong Kong Schools Speech Festival (Cantonese)<br>Solo Verse Speaking                 | 5 Merits<br>5 Proficiency   |
| English              | 67                  | Hong Kong School Speech Festival (English)<br>Solo Verse Speaking                    | 1 First Place<br>1 Second Place<br>3 Third Place<br>37 Merits<br>6 Proficiencies  |
|                      | 6                   | UNESCO SDGs Debating Competition   | Primary Junior - 3rd Place<br>Primary Senior - 1st Place  |
| Mathematics          | 9                   | TWGHs Yau Tze Tin Memorial College RUMMIKUB Competition                              | 1 Second Place (Individual)<br>1 Merit (Group)  |
|                      | 12                  | Mathematics Challenge Competition  | 1 First Place<br>1 First Class Award<br>5 Second Class Awards<br>5 Third Class Awards   |
| General Studies      | 12                  | Hong Kong Inter-School Creative Paper Airplane Competition – Longest flying distance | 8 Gold Awards<br>4 Bronze Awards  |
|                      |                     | Hong Kong Inter-School Creative Paper Airplane Competition – Longest time in the air | 3 Gold Awards   |
|                      | 7                   | Hong Kong Future Electric Car Design Competition                                     | 1 Top 50  |
|                      | 3                   | 2022-2023 Ramp Walker Design Competition   | Second Place  |
| Visual Arts          | 12                  | Yuen Long Town Hall Christmas Coloring Competition 2022                              | Junior Group –<br>1 First Place<br>1 Second Place<br>2 Merits<br>1 Proficiency<br>Senior Group –<br>1 Second Place<br>5 Merits<br>1 Proficiency |
|                      | 1                   | Semple Memorial Secondary School<br>School Anniversary Fai Chun Design Competition   | Junior Group –<br>1 Second Place  |
| Putonghua            | 6                   | Hong Kong Schools Speech Festival (Putonghua)<br>Solo Verse Speaking                 | 2 Merits<br>2 Proficiencies   |
|                      | 2                   | 中國經典故事演說比賽   | 2 Participation Awards  |
| Music                | 13                  | Hong Kong Schools Music Festivals- Piano Solo  | 1 First Place<br>7 Silver Awards<br>4 Bronze Awards   |

| Nature of Activities | No. of Participants | Events / Items of activities  | Awards  |
|----------------------|---------------------|---|---|
|                      | 1                   | Joint School Music Competition (Primary) Piano Solo   | 1 Golden Award  |
|                      | 9                   | Talent Competition for Ethnic Minority Students   | 1 Champion<br>1 Outstanding Award   |
|                      | 1                   | 2022 Madam Lau Kam Lung Secondary School by Miu Fat Buddhist Monastery The 5th Primary School Music Competition –Piano Solo | 1 Silver Award  |
| PE                   | 5                   | Tuen Mun Primary School Athletic Meet   | 1 Golden Award  |
|                      | 1                   | Hong Kong Primary School Athletic Meet  | 1 Fifth Place   |
| Reading              | 5                   | 2022-2023 Hong Kong Inter-school Chinese Reading Contest  | 1 (Individual Challenge Competition) Edu DynamiX Golden Award<br>1 (Individual Challenge Competition) Edu DynamiX Silver Award<br>1 (Individual Challenge Competition) Edu DynamiX Bronze Award |
| Dance                | 15                  | The 59 <sup>th</sup> Hong Kong Schools Dance Festival   | Highly Commended Award in Chinese Dance (Senior Group)  |
|                      | 2                   |   | Commended Award in Modern Dance (Junior Solo)   |
|                      | 2                   |   | Highly Commended Award in Modern Dance (Senior Duet)  |
|                      | 1                   |   | Highly Commended Award in Modern Dance (Senior Solo)  |
|                      | 2                   |   | Commended Award in Modern Dance (Senior Solo)   |
|                      | 2                   | The 37 <sup>th</sup> Tuen Mun District Dance Competition  | Silver Award in Modern Dance (Solo)   |
|                      | 2                   | 2022 Yuen Long District Inter School Dance Competition  | 1 Golden Award  |
| Others               | 57                  | Tuen Mun District “National Security Education Day” Coloring Competition  | 1 Merit   |

## **V. Achievements and Reflections on School Major Concerns**

### **School Major Concern 1: Exploring Students' Potential**

In response to the review report "Optimizing Curriculum to Meet the Future and Cultivating the Whole Person to Enlighten Diversity" released by the School Curriculum Review Task Force (Task Force) in September 2020, it was recommended that values education (including life education, national security education) be prioritized in primary schools, it can be help to create space to promote balanced development of students and strengthen STEAM education. Therefore, the curriculum team has planned the following courses/activities/learning days this year:

#### **A. Work Review of This School Year**

In order to allow students with different abilities to develop their potential, the school has planned:

##### **1. Curriculum Integration**

###### **1.1 Integrated Learning Week**

Objectives:

1. Improve students' interest in learning.
2. Let students have a deeper understanding of the Chinese culture.
3. a. In line with the teaching concept of situational learning, strengthen students of all levels' understanding of national identity, Chinese culture and Hong Kong.  
b. Through different modes of learning, design and product display, students can develop different common abilities and problem-solving abilities.  
c. By participating in the learning process, students can improve their self-learning ability and the use of Chinese, English and Putonghua.  
d. Enrich students' learning experience by arranging different visits or experiential activities to enhance students' learning ability.

##### **Features of Integrated Learning Week**

1. General Studies is the leading subject and coordinate with the characteristics of each subject to design diversified activities and appropriately integrate and incorporate STEAM education.
2. Arrange flexible learning time.
3. Learning activities include data collection, experiments, interview, teaching activities, visits, exhibition boards, product displays, etc.
4. Make good use of on-campus, online and electronic resources.
5. Focus on the student learning process.
6. Treat students as planners and teachers as facilitators, and try to involve students in planning and preparation activities.

##### **Themes of Integrated Learning Week**

- P.1 Amazing Chinese Festivals
- P.2 Chinese Ancient Inventions
- P.3 Chinese Food Culture
- P.4 Living Condition in the Past
- P.5 Ancient Chinese Architecture
- P.6 Chinese Traditional Arts

## **1.2 P.1-P.3 Theme-based Teaching**

Objectives:

1. Improve students' interest in learning.
2. Integrate interdisciplinary courses to improve teaching effectiveness.
3. Incorporate STEAM education elements to cultivate students' problem-solving abilities.

Theme-based teaching allows students to explore things of interest in life, and the teachers choose a common theme for the students.

Topics are studied according to students' interests and individual abilities, and through observation, group discussion, practice, and analysis, students gradually deepen and broaden their learning perspectives.

Through various learning activities like: sharing, individual and independent learning or hands-on activities. The teaching advantages are: students' individuality can be developed and differences among students can be appreciated.

## **Features of Theme-based teaching**

1. Conduct learning in the form of themes and cooperate with diversified or STEAM activities.
2. In addition to learning relevant knowledge, students should also develop correct values and attitudes during the process.
3. Diversified or STEAM activities allow students to develop their multiple intelligences and allow students with different abilities to make a difference.
4. Teachers provide students with after-school online learning resources so that students can progress according to their own abilities and pace and practice self-study.

## **Theme-based Teaching Themes**

P.1 Lovely Animals

P.2 Toys

P.3 Let's Go Green

## **1.3 STEAM Week**

1. Use "Desert Island Survival" as the theme to run through STEAM education week at all grades.
2. Improve students' problem-solving abilities.
3. Cultivate students' independent learning ability.

## **Features of STEAM Week**

1. Student-centered theme-based learning.
2. After the finished product is completed, students need to conduct experiments and improvements should be made.

## **Themes of STEAM Week**

P.1 Clothespin Basketball Launchers

P.2 Microphones

P.3 Thermos bottles

P.4 Water filters

P.5 Periscopes

P.6 Rocket Launchers

## **1.4 Interclass Q&A Competition (P.3- P.6)**

Objectives:

1. Consolidating students' existing knowledge
2. Improving students' understanding of e-learning
3. Improving students' learning motivation
4. Improving communication and collaboration skills among students' peers

## **Features of Interclass Q&A Competition (P.3-P.6)**

1. Students are divided into groups to answer questions using tablet computers, and each student has the opportunity to participate.
2. While answering, students need to discuss and divide work with group members, thus improving students' collaboration skills.

## **1.5 Subject-based Project Learning (P.3-P.6)**

Subject-oriented, students conduct in-depth study of specific topics and develop their study skills and thinking ability.

|  |  |
|--|--|
| Chinese : P.3 (1 <sup>st</sup> term)                           | Fables (Chinese mainstream curriculum)             |
| Visual Arts : P.3 (2 <sup>nd</sup> term)                       | Origami (works with Library)                       |
| P.E. : P.4 (2 <sup>nd</sup> term)                              | Ball games (works with Library)                    |
| Music : P.4 (2 <sup>nd</sup> term), P.5 (2 <sup>nd</sup> term) | Self-made musical instruments (works with Library) |
| G.S : P.4 (2 <sup>nd</sup> term)                               | Information Literacy                               |
| English : P.5 (1 <sup>st</sup> term)                           | Healthy Eating                                     |
| Math : P.6 (2 <sup>nd</sup> term)                              | Weather Forecasting                                |

## **1.6 Promoting National Education and Values Education**

1. This school year, National Education and Values Education have been incorporated into various subjects, including Chinese, English, Mathematics and General Studies and recorded in the Values Education checklist.
2. A flag-raising ceremony was held every Monday morning.
3. A Chinese culture sharing period was added every Monday morning, and a total of about 22 sharing sessions were held in the first and second terms. Content includes: Chinese history, Chinese culture, art and literature, etc.

## **1.7 Multicultural Learning Days**

Our school has students from multiple ethnic groups, which is our school's strength. It helps students learn about multiculturalism and learn to appreciate and respect each other. This year's multicultural learning days include: Understanding Pakistan, Understanding China, Understanding Nepal, Understanding India, Understanding the Philippines and Seasonal Party, Mid-Autumn Festival Learning Day, Casual Wear Day and Chinese Culture Learning Day.

## **1.8 Summer Holiday Mission**

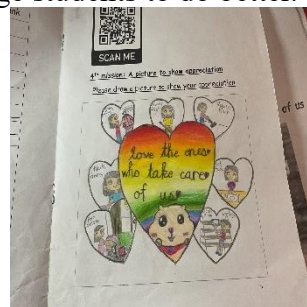
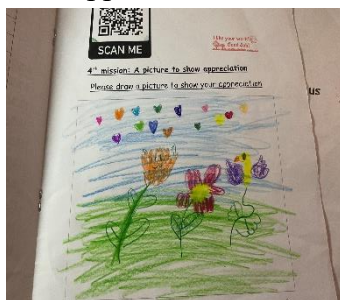
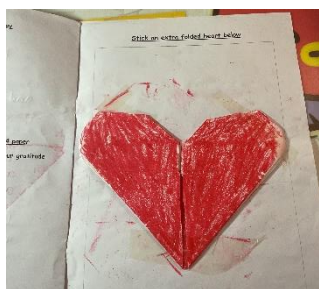
Objectives:

It is no longer limited to routine worksheets, students combine knowledge from various subjects through learning tasks naturally, thereby synthesizing their differing learning abilities.



## **Features of Summer Holiday Mission**

1. Some content includes parent participation. For example, students are required to express their love for their parents through activities, or parents are required to appreciate their children's work.
2. Teachers give qualitative feedback, appreciation and encourage students to do better.



## **1.9 Strengthening Activities Related to National Education**

### **1.9.1 Sister School Cultural Exchange**

1. P.4 students and students from Chaozhou Miande Primary School communicated through video conferencing to increase their mutual understanding and began to establish friendship.
2. Through letter exchanges and art, the knowledge and understanding between the two schools is deepened.

### **1.9.2 'Be Good to Those Who Take Care of Us' Month**

1. Promoting filial piety through diversified activities.
2. Sharing Chinese filial piety stories with students, such as: Huang Xiang Wen Xi, so that students can understand the Chinese culture.
3. Through the "Mission Booklet", students need to complete at least one task every day. For example: doing housework, giving massages to parents, etc. to express gratitude to parents and allow students to develop good behaviors.
4. Parents can participate and make comments on their children's behavior in the "Mission Booklet". Positive feedback has been received from both parents and students.

## **1.10 Parent Education**

Organizing parent workshops to let parents understand the school's curriculum features and how to support their children's learning.

## **1.11 Continuing to Promote Reading**

1. Promoting different reading platforms and optimize EC library's "reading sharing" website.
2. Arranging parents to act as "story tellers" and share stories with students during extra-curricular activities.

## **2. Teacher Professional Development**

- 2.1 Cooperating with the EDB Curriculum Development Group to develop P.3-P.4 school-based Mathematics Curriculum and P.5 school-based Chinese Curriculum.
- 2.2 Recruiting professional personnel with rich curriculum development experience to develop P.6 school-based English Curriculum.
- 2.3 Arranging STEM teacher workshops to enhance teachers' understanding of STEM education.
- 2.4 Arranging Co-plan sessions to strengthen teachers' professional exchanges.
- 2.5 Continuing to optimize the class observation policy, set the focus of class observation to take care of the diversity of students, and arrange it to be conducted at the subject meeting. Practical teaching strategies sharing has been conducted.

## **B. Achievements**

### **1. Teacher Professional Development**

This year, a sharing session on the school-based curriculum and practical teaching strategies sharing were held within the subject groups. According to stakeholder questionnaire data, 74% of teachers agreed that teacher professional development activities organized by schools are helpful to their work. The majority of colleagues, 76% also agreed that an atmosphere of professional exchange within the school has been formed.

In the first term of the school year, a teacher workshop on gifted education and a teacher workshop on the STAR platform were also arranged. Through the workshops, teachers can understand how to identify students with different potentials.

In addition, most colleagues also use different teaching strategies to take care of student diversity. According to the stakeholder questionnaire data, 79% of colleagues often adjust teaching strategies and content according to students' learning progress. Teachers also design different levels of questioning for the classroom through co-planning sessions.

According to the stakeholder questionnaire data, 97% of colleagues used different levels of questioning in the classroom to take care of students with different abilities. In addition, 90% of teachers agreed that they often teach students different learning methods, such as pre-task, using concept maps, reference books and online resources.

### **2. Strategies to Improve Students' Learning Motivation through Class Observation and Homework Review**

Teachers optimized unit design and lesson observation in co-planning sessions to enhance the professionalism of our colleagues. Through an understanding of students' levels and abilities, teachers could design appropriate teaching content and activities.

In most of the optimization unit groups (Chinese, English and Mathematics), the purpose of unit optimization has been achieved. Lessons are well-prepared through good coordination. Although students have different abilities, teachers can use appropriate teaching strategies to arouse students' motivation. Most classes are tightly-structured, from pre-task and motivation to consolidation and strong connection link has been observed.

In addition, because of the epidemic, it was not possible to arrange too many group learning activities, but in individual classrooms, teachers tried to arrange activities based on the teaching content. For example, arranging science experiments in groups of two students. Students will be interested and motivated, and also able to learn through the scientific method. Experiments are conducted as inquiry-based learning with ideal results. In addition, in other classes, teachers also have arranged teaching time appropriately for students to report after completing their group discussion. The school also arranged for teachers to share their optimized unit plans at subject meetings.

According to school stakeholder student questionnaire data, 70% of students strongly agree and agree that, teachers often arrange learning activities, group discussions, oral reports, etc. The data is higher than that of the previous year. It has increased by 9%, which proves that diversified classroom learning activities can help improve students' positive attitude toward learning.

Moreover, the questions of: some teachers often guide us on learning methods: such as previewing before class, applying concepts, figures, reference books, the data shows that it has increased by 8.7%. Next, for the question of: In class, teachers often ask us to explore problems. The strongly agree and agree data also increased by 7.3% compared with the previous year.

### 3. Strategies to Improve Students' Learning Motivation

#### 3.1 Promoting Reading

In addition to the establishment of the EC Library this year, an Eclass library was also added to encourage students, parents and the teachers to upload the reading sharing videos to the school's "EC Library" website to promote reading. Some students have already submitted videos for book sharing. The students were confident and could introduce stories concisely. Students also demonstrated interest on watching them.

#### 3.2 The Design of Task Sheets

3.2.1 The curriculum for each subject is generally designed to be complete covering different areas, such as: electronic learning elements, challenging questions, values education, hierarchical homework design, supplementary worksheets, adapted homework, etc. Most of the curriculum design can meet the students' abilities, and teachers often review and correct them properly. Most teachers also provide qualitative feedback on students' performance in completing their homework, and students can also improve themselves in response to teacher feedback.

In addition to the Chinese subject, Mathematics teachers also giving certain responses to students' wrong answers, such as reminding students to pay attention to numerical values, etc. Students understand the reasons for their own mistakes and find the correct answers more easily. Qualitative feedback given by the panel heads are very constructive.

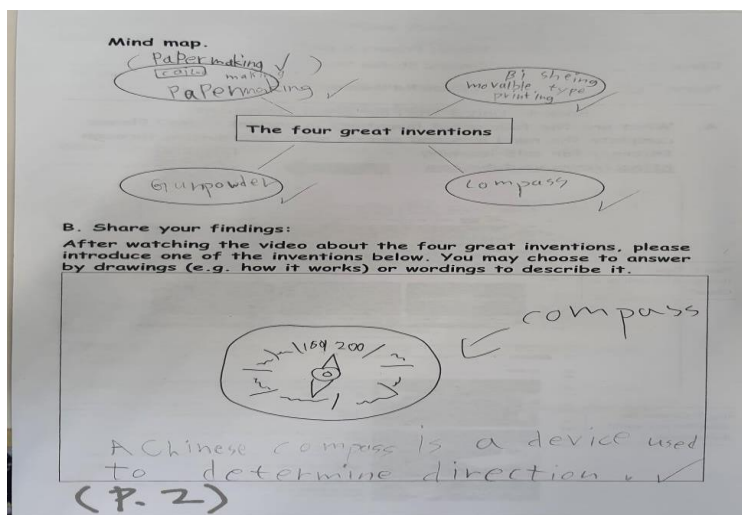
#### 3.3 Integrating Values Education and National Education into the Curriculum

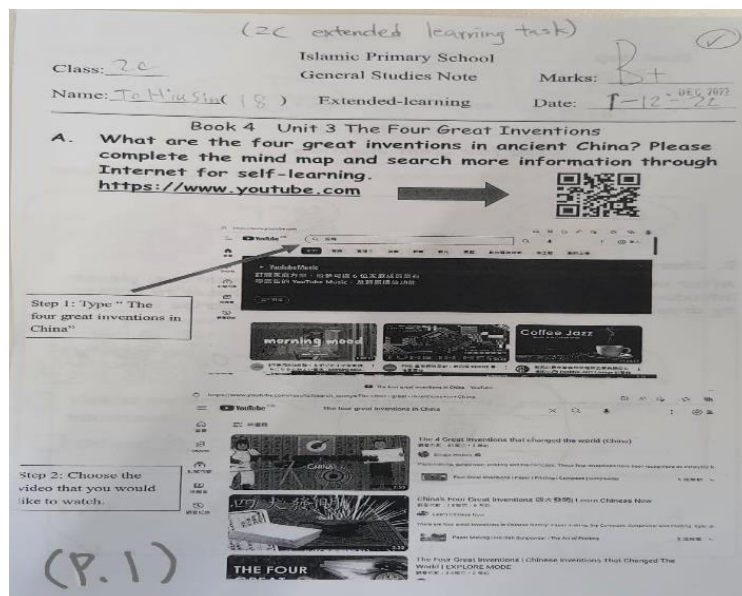
Teachers intentionally add elements of Values Education into their lessons, for example, in Mathematics lessons, when teaching time-related topics and percentages, elements of 'Personal Character' and the concept of being responsible have been added into the lesson content. In terms of numbers, when explaining shopping, teachers remind students to live a good life, building good life habits, eating more fruit, etc.

Besides, reading elements are also added to the Mathematics curriculum: the article 'Just a second' uses the characteristics of the four characters Fai Chun to teach multiples of 4. However, some topics can still be incorporated with Value Education: for example, division ~ dividing things: adding fairness; length, short, high, short, teaching students the virtue of mutual acceptance, etc. In addition, score comparisons can also be introduced, for example, if students are hardworking, good grades can be achieved more easily.

#### 3.4 Task Sheet Adaptation

Task sheets have been adapted for students with lower abilities, however, adaptations should also be made for students with higher abilities. For example, adding challenging questions and extended learning tasks can also challenge students with higher abilities.





## **C. Evaluation and Suggestions**

### **1. Teacher Professional Development**

Last school year, a teacher workshop on gifted education and the STAR platform teacher workshops were held. Through the workshops, teachers could learn how to identify students with different potential. However, according to the school stakeholder teacher questionnaire data shows: teacher professional development activities organized by the school are very helpful to my work, the percentage of strongly agree and agree data fell slightly by about 6%. It is recommended we collect more teachers' opinions from different channels in the coming year in order to arrange suitable workshops for teachers.

### **2. Examining Teaching Strategies to Improve Students' Learning Motivation through Lesson Observation**

Teachers need to adjust teaching content and pace according to students' learning performance. If students fail to master certain learning contents misunderstand or understand, teachers do not have to forcefully complete all teaching objectives. In addition, when it comes to questioning strategies, teacher can also ask more questions to check students' understanding. If the student answers incorrectly, it is recommended that the teacher can try to give prompts to guide the student to answer again, instead of just inviting another student to answer.

Moreover, teachers can make good use of the blackboard to write down teaching key points/words that need to remind students, etc. According to the data from the school stakeholder student questionnaire: Regarding the question of: teachers often arrange learning activities, group discussions, group presentation in lesson, the rate of agree and strongly agree increased by 9.4%, but the overall rate of strongly agree and agree is actually only 70.7%, and the questions about: I know how to use learning methods such as pre-task, concept maps, reference books, online resources, the rate of strong agreement and agreement is only 55.1%. According to teacher questionnaire: the overall rate of strongly agree and agree on positive perspective on students' learning is only 60-75%.

For the same question, the data from the parent questionnaire: The overall rate of strongly agree and agree is only 61.8%, which is decreased by 1.7% compared with the previous year.

In conclusion, teachers still need to continue to optimize lessons' design and use different sensory methods, different levels of questioning, group discussions, cooperative learning, etc. to enhance students' learning motivation and interest.

### **3. Examining Strategies to Improve Students' Learning Motivation from the Perspective of Task Sheet Design**

Teachers have designed different levels of task sheets for students to meet the needs of students' different learning needs. However, most of the task sheets are focused on catering for students with lower ability. The challenges for students with higher abilities is relatively low. It is recommended that teachers should also design challenging tasks for students with higher abilities, thus improving students' learning motivation and interests.

After that, in terms of task sheet design, teachers can also continue to optimize the breadth of hierarchical task sheet and try to arrange different kinds of assignments, other than just written ones, for example, practical assignments, recording, and video assignments are encouraged. According to the school stakeholder parent questionnaire data, the data on parents who strongly agree and agree that their children do their homework seriously has dropped slightly by about 6%. Their overall rate of strongly agree and agree is only 60%.

The data reflects if students are doing their homework at home seriously or not. This dropping rate may be related to the element of fun and challenging levels of the homework. Some parents thought that some task sheets are not challenging enough. They also believe that for students with higher abilities, the difficulty of homework is relatively low, so that students did not get the feeling of satisfaction by completing their homework. The learning motivation and interest therefore declined.

In terms of e-learning and e-homework completion, completion rates and motivation are still relatively low. Most students are still not used to using the Internet to search for information. It is recommended that teachers should continue to search for interesting learning websites to have students a more develop positive attitude towards e-learning.

Concerning information literacy education, it is noted if should also be strengthened to cultivate students' correct attitude in using the Internet for e-learning or searching for information.

## **Major Concern (II) Appreciating Ourselves and Others**

The school focuses on promoting student growth and has formulated a three-year plan to help students learn about "acceptance, appreciation and love". The focus of this year, "appreciating ourselves and others", encourages students to appreciate their own strengths and others' good virtues. In addition to being a place of learning, the school should be a place that embodies care, concern, mutual support and mutual respect.

At the same time, the school is also committed to creating a safe, healthy and harmonious campus environment for students to develop comprehensively here. Through such education, we hope to cultivate students' self-confidence and empathy, and help them establish good relationships in interpersonal communication.

### **A. Overview of work in the school year:**

This year, the school has carried out different activities in the areas of action engagement, knowledge engagement, emotional engagement, interpersonal engagement and home-community engagement.

The school's work in the area of "action engagement" includes providing formal or informal diverse activities for different groups using different methods for all students to participate. The school is committed to enabling students of different abilities and characteristics to establish connections with the school through action and discover their own strengths, enhance self-worth and motivation to participate in campus life. The school adopts a student-centered strategy, hoping that every student can feel cared for, recognized and valued. Through intentionally arranged activities, the school enables students from different groups, abilities and interests to participate and find their own values, and cultivate a positive attitude of commitment to the community.

#### **1.1 School-based Guidance Reward Program**

The School-based Guidance Reward Program is implemented at the beginning of each semester. The goal is to boost students' confidence, learning motivation and social skills through rewarding their good behaviors. When students demonstrate good behaviors, teachers give them "smart chops" as rewards. When students accumulate a certain amount of "smart chops", they can redeem gifts as rewards.

The concept of this program is to cultivate students' positive behaviors and attitudes, as well as enhance their self-confidence and self-efficacy. The school will give students corresponding "smart chops" based on their demonstration of virtues like obedience, cooperation, responsibility and respect in the classroom, extracurricular activities or daily life, as encouragement and affirmation. Students can use these "smart chops" to redeem different types of gifts such as stationery, toys, books etc. This allows students to feel that their efforts and progress are valuable, and can arouse their interest and motivation to participate in learning and activities more actively.

Another concept of this program is to promote a positive school culture and atmosphere, as well as increase cooperation and communication between school and families. Parents can stay informed of their child's performance and achievements in the program, so they can also encourage and reward their children's positive behaviors and attitudes at home. This increases parents' trust in the school, and it allows parents to participate, which further strengthens communication between parents and children and improves their relationship.

Specific contents of the program include:

Teachers can give students "smart chops" as rewards based on their performance in class or extracurricular activities. The "smart chops" will be stamped on the student handbook pages to show encouragement and affirmation.

The school will hold gift redemption weeks regularly, with redemption counters set up on the school playground. Students can use "smart chops" to redeem different types of gifts such as stationery, toys, books etc. Each gift requires a certain amount of "smart chops", to arouse students' interest in actively collecting "smart chops".

In addition, each teacher also sets a special reward for students to redeem, such as teacher's accompanying time, story time, play time etc. These rewards can enhance teacher-student interaction and intimacy, and allow students to feel the teachers' care and support.

This program affirms every student's good behaviors or attitudes, and cultivates a positive school atmosphere. In addition to rewards, students can also get support from teachers.

### **1.2 Birthday Celebration Activities**

A student's birthday is a day worth celebrating, as it represents their growth and development. It can also boost students' confidence and sense of belonging. However, not all students can enjoy the joy of their birthday with family or friends. Some students may feel lonely or neglected due to factors like family environment, economic issues, cultural differences or others. Therefore, the school designs suitable birthday celebration approaches for students, so that all students can feel cared for and respected, and establish good relationships with peers and teachers.

The ways in which the school celebrates students' birthdays are very special and warm. The school believes that every student is unique and deserves to feel loved and respected on their special day. Therefore, the school adopts the following approaches to celebrate students' birthdays:

- Equal opportunity for all: The school will not discriminate based on students' grades, gender, background or achievements, and every student has an equal opportunity to enjoy the happiness of their birthday.

- Everyone is the star: The school will not focus the birthday celebrations on one or a few students, but allow every birthday student to feel that they are the star and receive blessings and attention from peers and teachers.

Collaborative planning by teachers and students: The school does not use fixed modes to celebrate birthdays, but allows peers and teachers of each class to discuss birthday party activities suitable for them, such as singing, dancing, games, handicrafts, story sharing, etc., so that each birthday party has its own characteristics and style.

- Opportunity for non-birthday students to participate: The school allows non-birthday students to feel needed too. They have opportunities to participate in the preparation and implementation of birthday parties, such as decorating, gift giving, card writing, performances, etc., so they can also experience the joy of giving and receiving.

- Teachers send birthday cards: The school arranges for homeroom teachers to mail a handwritten birthday card before and after each student's birthday to express care and blessings, allowing students to feel the teachers' sincerity and thoughtfulness.

Personalized birthday greetings for each student: The school does not use generic or stereotyped words for greetings, but allows each student to receive customized birthday greetings based on their personality, interests, strengths, dreams and so on, so that they can feel understood and respected.

These approaches make every student feel important and special, and enhance connections and trust between peers and teachers. The ways the school celebrates students' birthdays are not just festival activities, but embody an educational philosophy.

### **1.3 "Appreciation through Action" Program for Primary 1 to 6**

"Appreciation through Action" is one of the school's grade-based activities, aimed at enabling students to appreciate their own and others' differences, and promote personal growth through participating in various activities.



In the "Appreciation through Action" program, the school provides different activities for students of different grades. Primary 1 students have a welcome photo booth and welcome gifts, while Primary 2 and 3 students complete a class handprint art project.

These activities allow students to appreciate each other's differences and complete a task through cooperation. In addition, Primary 4 to 6 students visit the MAKER LAB of a local NGO, where they respectively produce different products. Primary 4 students make "My past self, my present self" photo frames to observe their own changes and growth. Primary 5 students make electronic device stands, while Primary 6 students write down their wishes and placed them in self-made starry wish bottles.

Another feature of the "Appreciation through Action" program is that each activity is led by the homeroom teacher, participating with the students to strengthen their relationships. The homeroom teacher is not only the students' teacher but also their friend and life mentor, making them the best candidate to promote student growth. During activities, homeroom teachers can give students encouragement and guidance, allowing them to feel cared for and supported. At the same time, homeroom teachers will share their own experiences and feelings with students, helping students understand the homeroom teacher's differences and growth journey. This helps build deeper trust and affection between students and homeroom teachers, enhancing class cohesion and sense of belonging.

## **2. Knowledge Engagement**

Lesson plans suitable for the needs of different students were designed by the school in curriculum planning, so that students of different abilities and characteristics could be engaged and inspired in their thinking. This allow students to feel that they could master what have been learned and generated motivation for their learning. Students are then helped by this to face academic difficulties and a positive attitude is cultivated in them to keep learning from failures.

By diversified lesson plans being designed, the potential of each student could be identified and fully tapped. When a student's potential was recognized and praised, it enhanced his self-confidence and willingness to learn. Facing setbacks, students would stay optimistic and persevere in learning from mistakes instead of becoming demoralized. This requires understanding, patience and creativity in teaching to be shown by teachers. Overall it helps optimize the effect of teaching being adapted to students' abilities and characteristics, enabling integrated development of students' knowledge, skills and qualities to be achieved.

### **2.1 School-based Moral Education and Growth Lessons**

Moral education and growth needs of students are emphasized by the school. Therefore, relevant planning was conducted at the beginning of the academic year, and different themes of moral education lessons and growth lessons are regularly implemented to cultivate students' virtues, confidence, cooperation, learning abilities and career planning capabilities.

When selecting themes for moral education lessons and growth lessons, appropriate choices are made by the school according to students' needs and interests, as well as social development and values. Growth lessons are divided into personal, family, group, academic and career domains, covering challenges and opportunities faced by students at different stages. As the school has students of different nationalities, elements of inclusion are specially incorporated when selecting topics, allowing students to understand each other, respect different cultures and backgrounds, and establish friendships and unity.

In delivering moral education lessons and growth lessons, the school adopts diversified teaching



methods such as handicrafts, sharing and teacher-student interactions to increase students' participation and interest. Some works/assignments from moral education lessons/growth lessons are displayed in classrooms or used as classroom decorations to affirm students' learning outcomes and creativity, and encourage peer learning and appreciation.

During the implementation of moral education lessons and growth lessons, the school makes timely adjustments and improvements according to student feedback and needs. The school also holds regular meetings to collect teachers' opinions and suggestions to enhance the quality and effectiveness of moral education lessons and growth lessons. The school believes that through regular implementation of moral education lessons and growth lessons, students' whole-person development can be promoted and a solid foundation laid for their future lives.

## **2.2 Thoughtfully Arranged Weekly Assemblies**

The school weekly assembly is a whole-school learning activity that can also enhance student participation, strengthen teacher-student interactions across the school and broaden students' horizons. Assembly themes are jointly determined by all teachers based on students' needs and interests (this year's themes include obedience, inclusion, care, respect for teachers, health, environmental protection, and appreciation). Students and teachers are invited to conduct main speeches together, allowing students opportunities to express their views and feelings, and teachers to share their experiences and knowledge. The goal of the assembly is to promote a harmonious, open and diverse learning atmosphere through joint participation of all teachers and students.

The school holds assemblies regularly for about 40 minutes each time. Before each assembly, teachers will introduce the theme to prepare students. Then students can submit works (submission formats are unlimited, and can be drawings, coloring works, artifacts, writings etc.) based on the assembly theme, and responsible teachers will select outstanding works for exhibition and explanation. During the assembly, a teacher or student will conduct an in-depth introduction to the theme of that week and interact and discuss with teachers and students present. Lastly, teachers will present awards for outstanding submissions for that week and provide encouragement and affirmation.

## **2.3 Chinese Culture Learning Period**

Chinese culture is the root and soul of Chinese people. In this era of globalization, we have the responsibility to our students understand and inherit Chinese culture, so that they can become modern citizens with strong cultural foundation and international perspective. For this reason, the school has implemented a Chinese culture learning period once a week this academic year, allowing students to participate in different theme-based Chinese culture learning activities after flag-raising ceremony, in order to enhance students' cultural identity and self-confidence, and cultivate their virtues and qualities.

The themes of the Chinese culture learning period are determined by subject teachers based on curriculum elements and student needs, and sometimes students are also invited to conduct main speeches. Each theme involves Chinese culture or modern China's development, such as China's geography and history, China's development in recent years, Chinese literature and arts, Chinese philosophy and religion, Chinese festivals and folk customs, and Chinese food and clothing. Each theme is supported by related videos, music, pictures and other multimedia materials to increase students' interest and experience. In addition to increasing students' cultural literacy, this period also cultivates students' virtues by teaching them to respect, be grateful, cooperate and take responsibility, they are core values of the Chinese nation. This period also plays a positive role in enhancing students' national identity and cultural self-confidence.

### **3. Emotional Engagement**

The school should be a place that embodies care, concern, mutual support and respect. Therefore, according to student needs, school-wide, grade-based, class-based and individual opportunities are provided by the school to allow students to explore their own emotions through school-arranged activities, and sincerely and appropriately express their feelings. Explanations are arranged by teachers before and after activities to enhance students' experience of positive emotions.

By arranging different modes of activities at multiple levels, students' chances to build connections with others are increased. When students' emotions are respected and understood, their self-esteem and willingness to face setbacks positively are strengthened. Peer and teacher support via these opportunities also helps relieve students' academic and social pressures. Overall it contributes to promoting students' holistic health and fostering positive growth. Regular reviews are conducted to ensure continuous optimization of the effectiveness of emotional support measures provided by the school.

#### **3.1 Caring Friends Group**

Special emotional support is aimed to be provided by the school for students with special emotional needs. It is believed that through artistic creation and positive emotional sharing, students can express their feelings in a comfortable environment and get support and encouragement. Artistic creation helps students discover their own potential and enhances their self-confidence. Positive emotional sharing also helps students build good interpersonal relationships and get through difficulties with others' support.

The "Caring Friends" group allows students with special emotional needs to participate, during which they experience some art activities like harmonious watercolor painting, helping students discover their own potential and enhance their self-confidence. Students can also share their feelings and experiences, and mutually support and encourage each other within the group.

#### **3.2 Understanding Adolescent Project (UAP)**

Understanding Adolescent Project (UAP) for primary school aims to enhance primary students' resilience. The three major elements of resilience are respectively sense of competence, sense of belonging and optimism. Sense of competence involves interpersonal skills, problem-solving ability, emotional management and goal setting; sense of belonging is based on caring and supportive relationships with expectations of this relationship and active participation in it; optimism refers to believing that the future is bright and hopeful. By strengthening students' understanding and learning of these three concepts, they can be equipped sufficiently to face future challenges. Arrangements are made by the school for identified Primary 4 to 6 students to participate in UAP for support.

#### **3.3 Thoughtfully Arranged Campus Settings**

Campus settings have important influences on students' emotions. A beautiful, tidy and creative campus environment can make students feel pleasant and comfortable, and is also conducive to promoting students' physical and mental health and sense of connection. The school deliberately incorporates student participation in campus settings, with examples including class bulletin boards and Appreciation Trees on campus. Both class bulletin boards and Appreciation Trees allow students to see their own and others' contributions on campus and get encouraged and motivated. These measures not only make students feel cared for and concerned, but also help students establish emotional connections with others.

Class bulletin boards are one of the school's good measures for campus settings. It allows classmates and teachers to jointly design according to the school theme of "Appreciate Yourself,

Appreciate Others", and students can showcase their creativity and talents on the bulletin board for others and teachers to appreciate. Adding students' own photos to the bulletin board allows them to feel that the classroom belongs to them. This sense of belonging and connection is able to effectively enhance students' emotional well-being.

Another distinctive campus setting is the Appreciation Tree on campus. The school has designed an Appreciation Tree where students can fill in Appreciation Cards at any time to express their appreciation for classmates, teachers and other teaching staff. As students can freely fill in and post according to personal preferences, they will be more proactively involved in the activities of the Appreciation Tree on campus. This sense of participation can effectively enhance students' emotional well-being. It allows classmates to appreciate others' contributions in a public place. Such measures allow students to see others' contributions on campus, get encouraged and motivated, and enhance students' sense of participation and emotional well-being.

#### **4. Interpersonal Engagement**

Group and class activities are specially arranged by the school to promote communication among students. In these activities, teachers and social workers will provide explanations and reviews to help students better understand and learn. Through these arrangements, teachers can observe students' performance in non-academic activities, understand their emotional and social needs, and help the school establish a healthy group life environment. At the same time, when teachers find students in need, they will also provide immediate support.

Through such activities, students can feel the school's care and support for them, and understand that the school is a place that can support them in different aspects. Such arrangements not only help promote communication and cooperation among students, but also improve students' self-confidence and self-esteem, making them more proactively participate in school activities and group life. Therefore, the school continues to implement such activities to build a more harmonious and healthy campus environment where every student can receive comprehensive support and care.

The work carried out by the school in this area includes:

##### **4.1 Class Management**

In terms of class management, the school sets different activities with the theme of "Appreciating Yourself, Appreciating Others". We are committed to promoting holistic development of classmates in academics, virtues, sports, etc. through various measures, and establishing a harmonious and united atmosphere within classes.

To ensure students can fully understand and participate in class management measures, arrangements are made by Class Teachers to conduct explanations before and after implementation to help students learn and participate better.

The following class management projects are implemented by the school:

One person one position: each student has a responsibility to complete corresponding work.

Monthly stars: select students with outstanding performance each month to commend and reward.

Inter-class competitions: competitions held between classes to enhance class cohesion and competitive awareness.

Learning days related to different countries/cultures: about 60% of our non-Chinese speaking students come from multiple different countries. We regularly organize learning day activities related to different countries/cultures, allowing students to better understand cultures around the world and providing opportunities for students to appreciate each other.

## **4.2 Recess Arrangements**

The school believes recess is an important part of students' learning and growth, not only helps relieve students' pressure but also promotes communication and interaction between students. Therefore, the school is committed to providing diversified recess arrangements to meet students' different needs and preferences.

To achieve this goal, the school has taken several measures. Firstly, class teachers understand students' preferences and purchase corresponding toys placed in classrooms for students to play with classmates during recess and further enhance their feelings for each other. Secondly, the school arranges different venues for students to carry out different activities, such as group games, providing diverse choices for students to relax and entertain during recess. Through purposeful arrangements, recess has become an important part of cultivating students' growth.

## **4.3 Prefect Training**

The school's prefect training has always been an important part of providing learning and growth opportunities for students. In addition to cultivating students' service attitude and skills, prefect training can also enhance students' sense of responsibility and self-confidence.

The school's prefect training mainly targets class monitors, discipline ambassadors and care ambassadors. Training contents include basic duties, communication skills and leadership training for different prefect roles. After initial training, prefects will begin performing their duties, while teachers responsible for each prefect will monitor their work and continue to provide feedback, hoping prefects' abilities can be enhanced.

## **5. Home-Community Engagement**

Parents play two important roles in school, being stakeholders as well as one of the school's important partners. Their participation can strengthen the connections between school, home and community, benefiting students. The school arranges diversified opportunities for parents to understand their children's learning situation at school and assists families with different needs. At the same time, the school also strives to strengthen connections between parents and promote mutual support. In addition, the school also provides community resources to parents to help non-Chinese speaking families establish connections between the community and Hong Kong society. The school hopes that student families not only strengthen connections with the school but can also establish closer ties with the community.

The work carried out by the school in this area includes:

### **5.1 Class Teacher Session for Parents**

The school organizes "Class Teacher Sessions for Parents" with the aim of promoting home-school communication and establishing good home-school partnerships, allowing parents to better understand the school's educational philosophy and measures so that they can work together to promote students' growth and development.

To achieve the above objectives, the school has adopted the following measures:

Inviting parents to participate in "Class Teacher Sessions for Parents" and communicate with class teachers and subject teachers.

Sharing students' performance and learning situations at school, and answer parents' questions to enhance mutual communication and understanding.

Providing opportunities for interaction and exchange among parents, allowing everyone to share experiences and support each other.

Collecting parents' feedback and opinions so that the school can better understand the issues of concern to parents and take corresponding measures.

### **5.2 Peer Parent Counselor Training Program**

The "Together Parenting Journey" Peer Parent Counselor Training Program is a program organized by the community to provide support and resources for parents. Arrangements are made by the school for parents to participate in this program. The school is borrowed by organizations to hold activities, because the school understands the importance of providing community resources for students and parents. By introducing this program, the school provides more support and resources for parents and strengthens links with community resources.

Parents learn how to effectively resolve conflicts between parents and children and improve emotional management skills. These skills are very practical for parents and can help them better cope with pressures and challenges of family life.

After completing the course, parents will automatically join the peer parent counselor network and be invited to become volunteers to provide support and assistance to the community. This program not only helps improve parents' skills, but also helps them establish connections with community resources, thereby further promoting cooperation and development between school and community.

### **5.3 Easy Support Parent Workshop Series**

The Easy Support Parent Education Workshop Series is a parent education program launched in cooperation between the school and external organizations. Our school firmly believes that effective parenting methods can help build harmonious family relationships. Therefore, we invite speakers from external organizations to hold lectures and handicraft workshops for parents to promote the concept of positive discipline.

The content of the Easy Support Parent Education Workshop is very rich, including two major parts of lectures and handicraft workshops. In the lectures, we invite social workers from community organizations to speak on topics covering stress management, parent-child communication, etc. These topics are of great concern and are need to parents during the parenting process to help them better understand children's needs and improve their parenting skills.

In addition, we also organize handicraft workshops to allow parents to relax and enjoy family time through hands-on creations. We invite different instructors including Turkish mosaic lamp workshop instructors and peer parent counselors to lead parents to create together and share their experiences and knowledge.

## **B. Effectiveness of Work in the Academic Year**

The school mainly reviewed the effectiveness of work in the current academic year through stakeholder questionnaires, Assessment Program for Affective and Social Outcomes (APASO) questionnaires, post-activity questionnaires, teacher observations, and meeting discussions. The work achieved the following results in the current academic year:

### **1. Teachers Generally Acknowledged the Student Support Services Implemented by the School Matched the Growth Needs of Students**

According to the stakeholder questionnaires conducted, teachers of our school generally

acknowledged the student support services implemented by the school matched the growth needs of students. The questionnaire results showed that 85.7% of teachers agreed or strongly agreed with the effectiveness of this service, which was an increase of 12% from 73.8% last year. Student support services include learning guidance, psychological counseling, social skills training, etc., aiming to help students face different challenges and difficulties and cultivate their confidence, sense of responsibility, creativity and cooperative spirit. This reflects the efforts and achievements of the school in providing student support services, and also proves the teachers' care and support for students.

## **2. Students Felt Cared for and Loved in the School environment**

School is an important environment for student growth and whether students feel cared for and loved is crucial to their development. According to the latest stakeholder questionnaires, most students agreed that the school inside and outside classrooms could help them cultivate good virtues, which was nearly 10 percentage points higher than the same period last year, demonstrating that the school is gradually becoming an important support system for student growth.

In addition, 76% of students agreed that teachers could help them solve problems encountered in their development, including physical and mental development, friendship and academic aspects, reflecting students' trust and reliance on teachers, and proving that through providing support and guidance, the school can help students grow and develop better.

In addition to the support and help provided by the school, mutual assistance and harmonious interaction between students is also an important way for students to feel cared for and loved. The survey showed that over 70% of students agreed that they could mutually assist and interact harmoniously with their classmates, demonstrating good relationships between students, mutually supporting and encouraging each other, and also providing a safe and stable learning environment for students.

Finally, different activities arranged by the school, such as appreciation activities and birthday parties, also provided opportunities for students to feel cared for and loved. The school is a caring place, which was also recognized and affirmed by students, with over 70% of students agreeing that they received support and encouragement from teachers and believed the school is a caring place.

## **3. The School's Work in Promoting a Caring Culture and Cultivating a Joyful Campus Atmosphere Was Affirmed by External Organizations.**

In addition to the above-mentioned data about students feeling cared for and loved, the school actively promoted various programs and activities to further strengthen students' feelings. Among them, the "Caring School Award Scheme" and the "Joyful Campus Award Scheme" are important award schemes of the school.

The "Caring School Award Scheme" was organized by the Hong Kong Christian Service and the Hong Kong Association of Careers Masters/Mistresses, co-organized by the Education Bureau of the Hong Kong Special Administrative Region, aimed at commending schools that performed excellently in promoting a caring culture in schools, and encouraging schools to actively promote the development of caring culture to improve students' emotional intelligence and self-worth. The school participated in this scheme and was awarded the "Caring Campus" honorary award, demonstrating that the school has achieved good results in promoting caring culture and received corresponding affirmation and commendation.

The "Hi Five Students Engagement Award Scheme" is organized by the Baptist Oi Kwan Social Service, co-organized by the Education Bureau of the Hong Kong Special Administrative Region and the Education University of Hong Kong, is an annual event aimed at encouraging schools to cultivate a joyful and harmonious campus atmosphere and promote students' mental and physical health and holistic development. The school participated in this scheme and won the "Honorary Grand Award" for this year, demonstrating its outstanding performance in cultivating a joyful and harmonious campus atmosphere and receiving corresponding affirmation and commendation.

These awards not only affirmed and commended the school's work in caring and cultivating a joyful and harmonious campus atmosphere, but also reflected the school's care and support for students. It is believed that the receipt of these awards will further motivate the school to continue promoting caring work and cultivating a joyful and harmonious campus atmosphere, and provide students with a better learning and growth environment.

#### **4. The School's Positive Culture and Atmosphere was Enhanced.**

The positive culture and atmosphere of the school have a very important impact on students' and teachers' learning and work. In order to enhance the school's positive culture and atmosphere, our school has been actively exploring and practicing various methods and measures. For example, we intentionally arranged small recess activities, appreciation activities and birthday parties. We also actively cultivated students' leadership and service awareness. We arranged student service and training to help students learn to respect others, cooperate and see things from others' perspectives. At the same time, we also paid attention to teachers' professional development and subject collaboration. During co-plan sessions, Values Education activities would be arranged according to themes to cultivate students' morality and values.

According to stakeholder questionnaires from students, teachers and parents, the measures currently implemented by the school have achieved some effectiveness. 72.1% of students agreed that the school could help them develop interpersonal skills and attitudes such as respecting others and seeing things from others' perspectives. Meanwhile, 75.6% of students also agreed that the school deliberately cultivated their leadership abilities such as providing training for class monitors and prefects. At the same time, 79.1% of teachers also agreed that the school could lead subject collaboration and actively promote value education to cultivate students' morality and values. In addition, 76% of parents agreed that the school could help their children solve problems encountered in their development, such as physical and mental development, friendship and academic aspects. **More encouragingly, 90% of parents agreed that the school is a caring place and their children like this school.** These data indicate that the measures implemented by the school have been recognized and supported by students, teachers and parents.

#### **5. The School's Work on Campus Atmosphere and Student Growth Support was Recognized by Parents.**

Throughout this academic year, we have been committed to letting parents know the school's mission and vision, expectations and development methods. According to the stakeholder questionnaires, we learned that parents have positive perceptions of the school's atmosphere and student growth support.

According to the parent stakeholder questionnaires, 76% of parents agreed that teachers could help their children solve problems encountered in growth, such as physical and mental development, friendship and academic aspects. In addition, 82% of parents agreed that the school could make their children self-disciplined and law-abiding, 77% of parents agreed that the school could teach their children interpersonal skills such as respecting others and consideration

for others, and 79.8% of parents agreed that the school could help cultivate their children's good virtues.

Moreover, 89.4% of parents agreed to enroll their children in our school, 91.9% of parents agreed that students respected teachers, and 91.3% of parents agreed that the school is a caring place. These data indicate that parents have positive evaluations of the school's educational philosophy, teaching methods, teacher-student relationships and other aspects, and recognize the school's efforts and achievements.

### **C. Reflection and Suggestions:**

#### **Whole School Participation in Values Education Implementation:**

In the past academic year, the school has made some progress in implementing Values Education, but the survey showed that only 79.1% of teachers agreed that the school could lead subject collaboration and actively promote value education, which was a decrease from last year. Regarding this, we can reflect on the inadequacies of the school in implementing Values Education and suggest that the school strengthen teacher training and awareness to increase teachers' attention and understanding of it. The school can hold relevant workshops or seminars to introduce implementation methods and importance of Values Education to teachers, so that teachers understand the importance of Values Education for students as well as the role played by each teacher.

In addition, the school can establish a consensus on the school's Values Education among all teachers and students, so that they can understand and identify with the school's Values Education. The school can also encourage teachers to apply diversified methods such as curriculum design, group discussions and role-plays in teaching, so that students can learn values from different perspectives and scenarios. On this basis, the school can strengthen subject collaboration and sharing within subjects on how to implement Values Education and realize the implementation of Values Education.

Values Education is an important part of school education. The school should pay attention to and strengthen the implementation and promotion of Values Education, so that students can develop good values and moral qualities while achieving holistic development.

#### **Enhancing the Cultivation of Good Student Behavior**

The parent stakeholder questionnaire showed that 84% of parents agreed that the school could help their children develop good virtues. However, parents' positive perceptions of student behavior were inconsistent with students' perceptions. In the stakeholder questionnaires, only 48.6% of students identified that their classmates were self-disciplined and law-abiding, although this figure was slightly higher than last year (47.3% last year). In view of this phenomenon, the school will strengthen class management and implement various measures to help students establish good interpersonal relationships and behavioral habits. These measures include establishing classroom rules, encouraging peer support and care, regularly holding class activities, and encouraging students to actively participate in community service activities. It is believed that the implementation of these measures will help further enhance students' self-management abilities and sense of responsibility, thereby promoting the cultivation of a good campus behavioral culture.

In addition, in order to further promote the school's cultivation of good behavior, the school will encourage teachers to interact actively with students and influence students through demonstrating correct behavior. This measure aims to raise students' self-awareness and sense of responsibility and strengthen their good behavioral habits. We believe that the implementation of these measures will help further improve the overall civilization level of the entire campus.



### **Increasing Different Tools/Methods for Cultivating Students and Creating a Positive School Environment**

In addition to the above measures, the school also needs to increase different tools and methods to cultivate students' positive values and create a positive campus environment. The school has arranged in the past for colleagues to learn positive discipline, positive discipline, and character strengths, but it seems that the available methods/tools of the school are insufficient to meet the needs of students today. Therefore, it is suggested that the school should make good use of external resources to learn more different methods and tools in order to provide more choices.

The school will participate in the "Peace and Awareness" Mindfulness Culture in Schools Initiative" program organized by The University of Hong Kong with funding supported by The Hong Kong Jockey Club, becoming a collaborative school of this program. The main purpose of this program is to teach teachers knowledge and skills related to mindfulness, and then bring these knowledge and skills into the campus to help students cultivate positive psychological qualities. Through multiple interactive activities and workshops, teachers can learn how to help students properly handle negative emotions, as well as how to cultivate positive and proactive mentality and values in students.

After the completion of the program, teachers can further guide students to apply what they have learned their daily life. At the same time, the school can also hold relevant workshops and seminars to allow teachers, parents and students to learn and share these methods and tools together, implement the knowledge and skills learned, help students cultivate positive psychological qualities, and promote the formation of a good behavioral culture on the entire campus. The school will continue to explore and learn more methods and tools to meet the changing needs of students and create a more positive campus environment.

### **Achieving a Balance between Academic Work and Promoting Student Mental Well-being**

The results of the Assessment Program for Affective and Social Outcomes (APASO) Questionnaire conducted by the school showed that except for the sense of achievement and experience subscales which were close to the Hong Kong norms, the data of other subscales such as overall satisfaction, negative emotions, opportunities, sense of community, teacher-student relationships and attitudes towards the national identity were lower than the Hong Kong norms. Looking into the data in more detail, some class level data in Primary 3 to Primary 5 were found to be lower than the overall school data. This is a phenomenon worthy of concern. In addition, according to social work consultation statistics, the number of consultations sought by students, teachers and parents from social workers this academic year exceeded about 300 times, most of which were related to family and learning pressure, reflecting the mental health needs of students.

While pursuing students' learning and academic performance, the school must pay attention to students' mental well-being. This is a very important balance, because students' lives are affected by their mental health. The school can help students achieve holistic development through diversified teaching and extracurricular activities, and provide appropriate support and resources to help them cope with pressure and emotional distress. This balance can ensure that students receive full support and development in both learning and mental health. The school should also continue to provide appropriate support and resources to help students cope with pressure and emotional distress, such as social work services, class teacher support, effective home-school communication, etc. These support and resources can help students achieve a balance between their study and mental health and promote their holistic development.

## **Key Issues of the New School Development Plan 2023-2024**

**School Major Concern 1: Enhancing students' learning performance**

**School Major Concern 2: Love Ourselves and Others**