

**Islamic Primary
School
School Report
2023-2024**



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I. Our School

1. School Motto

The school motto is, “Scholarship and Fraternity — Be Well Educated and Love Others”. 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. School takes the responsibility to carry forward Chinese traditional culture and promote racial harmony.

2. School Mission

We strive to provide the very best learning environment for our students, promoting the belief in "student-centred education with no discrimination." To accomplish this, we first encourage a high professional standard for our teachers and the use of modern information technology. Through strict discipline and individual guidance, we aim to cultivate students who value themselves, affirm their worth, respect others and face life positively. It is hoped that they will become good citizens with the right values, the courage to face challenges and a willingness to take responsibility in the future.

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 September 1980. The Chinese Cultural and Fraternal Association is a non-profit organization with charity. It started to operate school in 1929. At present, there is one aided secondary school, two aided primary schools and two non-profit-making kindergartens.

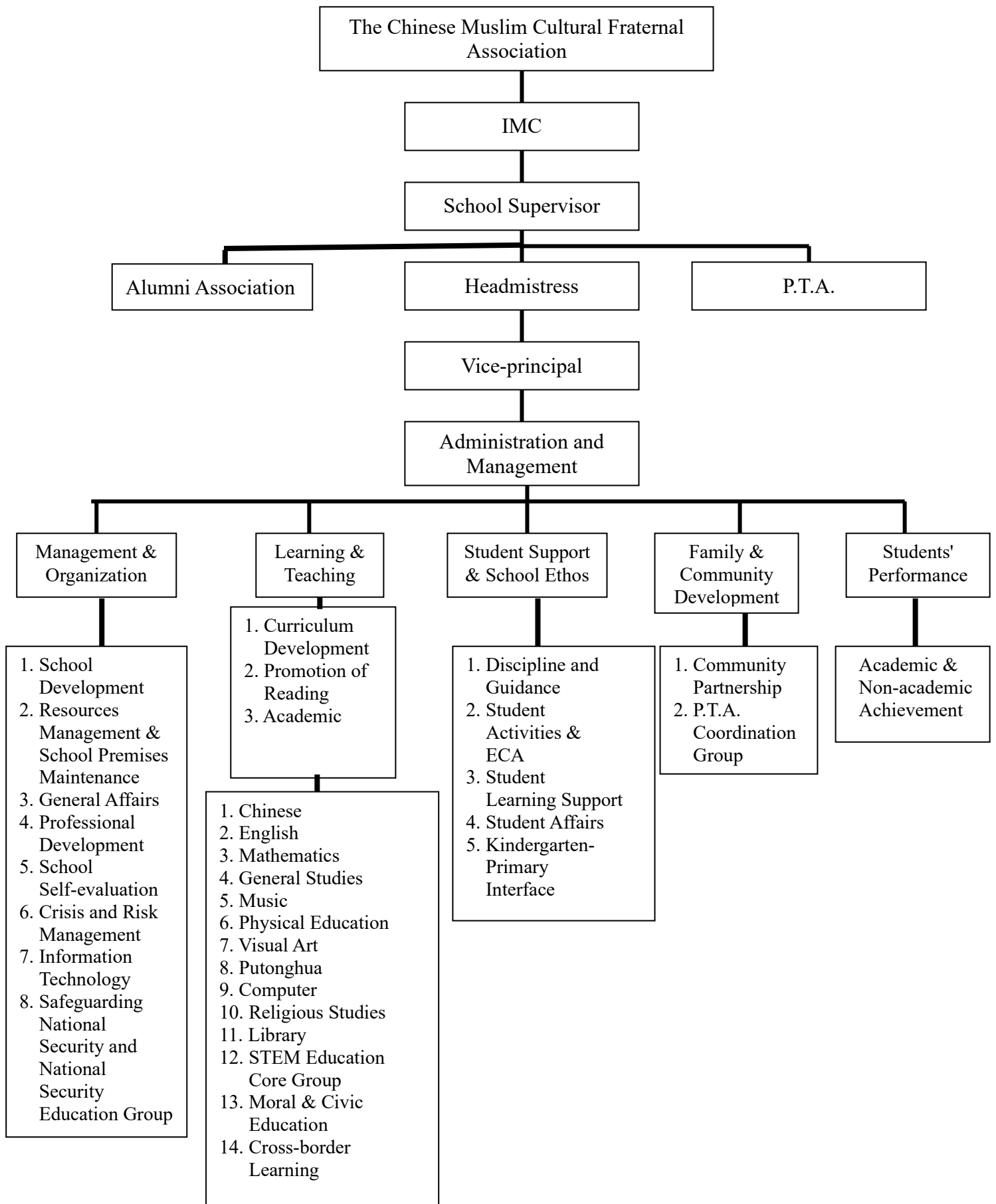
The Incorporated Management Committee (IMC) of Islamic Primary School was established in 2008. The composition of the IMC:

- 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)
 Lo Chi Wai (Alumni Manager)
 Lee Mei Ngan (Teacher Manager)
 Au Yeung Kam Wah (Alternate Teacher Manager)

2023-2024 Incorporated Management Committee Structure (IMC)

Members School Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
21-22	7	1	1	1	0	1
22-23	7	1	1	1	0	1
23-24	7	1	1	1	1	1

4. School Organization



5. Staff Establishment

Teachers in school year 2023/24

Principal	Vice-principal	PSM	CD	SENCO	APSM	Librarian	NET	合約教師	Total
1	2	8	1	1	20	1	1	5	40

6. Staff List

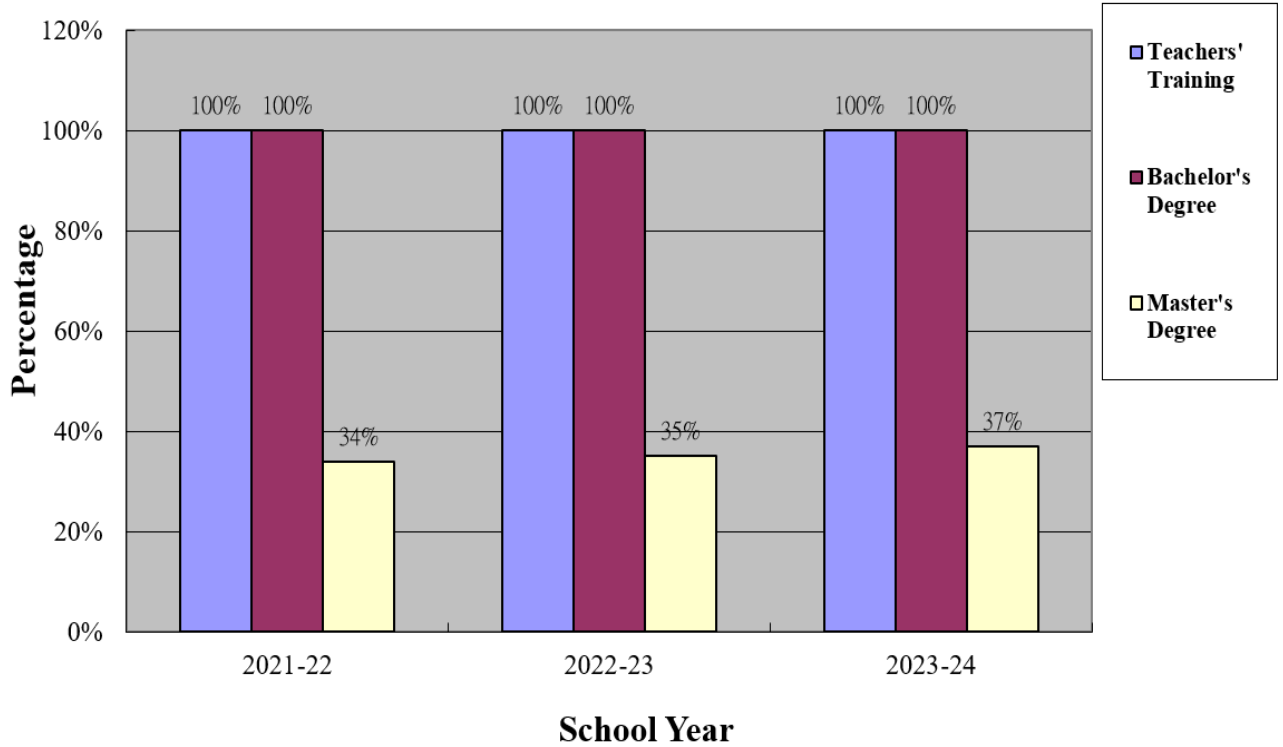
Principal :	Ms. Ko Tak Yin
Vice-Principal :	Ms. Kwok Wing Ha, Mr. Mok Hon Wai
Administration Committee :	Mr. Lee Wai Keung, Ms. Lee Mei Ngan, Ms. Yuen Wing Ting, Ms. Ng Kwok Chu, Mr. Mo Chun Leung, Ms. Yuen Man Ling, Mr. Tsang Yiu Kei, Ms. Yuen Wai Man, Mr. Au Yeung Kam Wa, Ms. Lee Po Po
Curriculum Development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

Class teachers:

6A	Wong Chun Yiu	6B	Wong Chi Yung	6C	Ng Yuk Lan		
5A	Lo Kit Ying	5B	Lam Shu Piu	5C	Chung Sin Wah	5D	So Kathleen
4A	Wong Sum Yi	4B	Cheng Siu Wing	4C	Ko Ying Fung		
3A	Lai Kit Chi	3B	Lin Cheuk Ying	3C	Pang Po Ying		
2A	Zeng Yunxi	2B	Maria-jabeen	2C	Chan Wai Sim		
1A	Leung Siu Lai	1B	Law Shuk I				

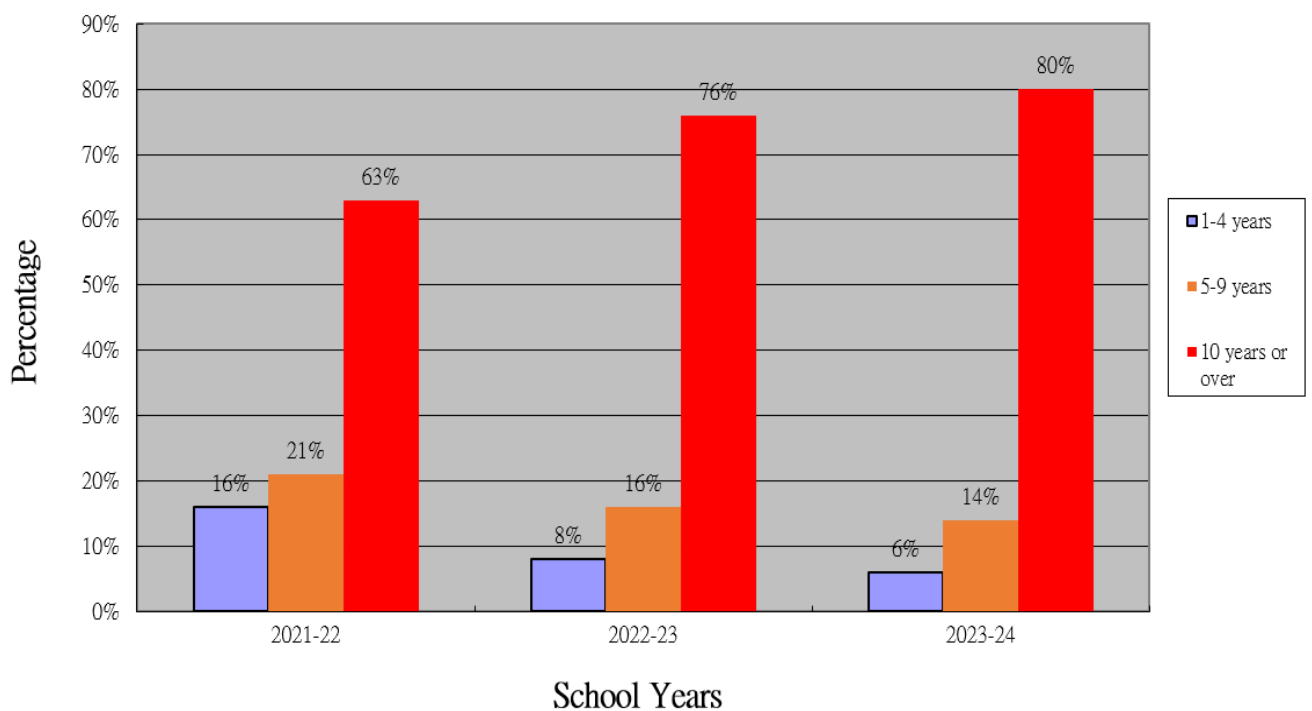
7. Principal and Teacher Qualifications

Teacher Academic Qualification



8. Teacher Experience

Experience of Teaching



9. Teacher Professional Development

Date	Activities
05/09/2023	"Crisis Management- Suicide in Children" Teachers' Workshop
07/09/2023	Rainbow One Teachers' Workshop
12/09/2023	Electronic Platform for Secondary One Place Allocation (Primary School) Briefing
21/09/2023	Seminar for Special Educational Needs Coordinators in Primary Schools (I) — School-based Mechanism to Manage the Quality and Effectiveness of Tier-2 Support Measures - Planning and Evaluation Instruments
21/09/2023	"Education Bureau Online Basic Course for Teachers - Gifted Education (Re-run) (Phase IV)."
22/09/2023	School-based Talent Pool Series: Briefing Session on the School Nomination Mechanism of the Hong Kong Academy for Gifted Education (2023/24)(New)
24/09/2023	IT in Education Pedagogical Series: Introduction to Artificial Intelligence in Education (Primary) (2022/23, Online Self-learning Course)
25/09/2023	Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Design and Adaptation of Learning and Teaching Materials (Re-run)
07/10/2023	Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Writing (Re-run)
14/10/2023	West Kowloon Culture District Series (3) – “Tea House Student Matinees” Cantonese Opera Teachers Workshop (Workshop) (New)
16/10/2023	Workshop on Basic Choral Conducting Techniques (Primary) (Re-run)
21/10/2023	Speaking Exercises: Most Successful Exercise (English Teacher Workshop)
27/10/2023	Child Protection Strategy Briefing 2023
14/11/2023	Non-Chinese Speaking After-school Chinese Learning Class Pilot Scheme
16/11/2023	IT in Education Technological Series: Management of e-Learning Platform Accounts (Basic Level) (Online Self-learning Course)
24/11/2023	Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (First intake in 2023/24 school year) (Re-run)
24/11/2023	Online Training on Racially Friendly & Inclusive School Policy
24/11/2023	Sharing Session on Creating a Harmonious Environment - Preventing and Handling Bullying in Schools
24/11/2023	"Primary School Chinese Language Curriculum Planning: Enhancing Cultural and Literary Learning and National Security Education (Revised).

Date	Activities
25/11/2023	Mainland Study Tour for Newly-joined Teacher (2023/24) - Nanjing (2) and Mainland Study Tour for Newly-joined Teacher (2023/24) - Hangzhou (2)
01/12/2023	"National Development Prospects" Forum
01/12/2023	Tuen Mun Joint School Teachers' Development Day
07/12/2023	書之歲華，其日可讀—漫談建議篇章與中華文化（二）描摹物像，活現活靈：《詠鵝》、《畫雞》、《蜂》、《小池》、《詠雪》鑒賞（新辦）
08/12/2023	Briefing Sessions on Primary Science Curriculum and Primary Humanities Curriculum (New)
08/12/2023	Workshop on Mathematical Skills in STEAM Education for Primary Schools (New)
11/12/2023	.b Mindfulness Basic Course
12/12/2023	Advancing Learning webinar: Macmillan Education Winter Fair 2023
13/12/2023	Pop Singing Workshop (New)
14/12/2023	Briefing Sessions on Primary Science Curriculum (New)
15/12/2023	書之歲華，其日可讀—漫談建議篇章與中華文化（三）民生節候，同喜同哀：《江南》、《回鄉偶書》、《憫農》（其二）、《清明》、《元日》鑒賞（新辦）
18/12/2023	Briefing Sessions on Primary Humanities Curriculum (New)
29/12/2023	Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (6 hours) (Phase 7) (Re-run)
10/01/2024	Online Basic Course on Catering for Diverse Learning Needs (AC: 12 Oct - 10 Jan)
15/01/2024	Aquaponics Teachers' Workshop
16/01/2024	Student Support Teacher Workshop - Starting from the thinking model, cultivating students' motivation for independent learning
17/01/2024	STEAM Education Learning, Teaching and Assessment Series: Briefing Session on the "Enriched Module on Coding Education for Upper Primary Level – Primary 5" (New)
18/01/2024	District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools (I) - Sharing of Good Practices on Managing the Quality and Effectiveness of Tier-2 Support Measures
19/01/2024	Brain-Based Teaching & Learning
22/01/2024	Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Second intake in 2023/24 school year) (Re-run)
22/01/2024	Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (Second intake in 2023/24 school year) (Re-run)

Date	Activities
22/01/2024	Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (Second intake in 2023/24 school year) (Re-run)
22/01/2024	Online Knowledge Enrichment Programme on National Security Education: (4) "Knowing more about the Law: Civil Law, Common Law and National Security Law" (Second intake in 2023/24 school year) (Re-run)
24/01/2024	Passport to Potential: Exploring K-12 Data Literacy Worldwide
25/01/2024	Speech Therapy Teachers' Workshop
26/01/2024	"A Series of Seminars on “Learning and Teaching of Chinese Language for Non-Chinese Speaking Students with Intellectual Disability” : (3) 「內容和語言整合學習 (CLIL)」在第二語言學習與教學上的重要性"
26/01/2024	Mathematical Olympiad Level 2 Coach Certificate
30/01/2024	2024/25 School-based After-school Learning and Support Programmes Briefing Session
01/02/2024	"2024 'Campus. Good Mood' - Basic Course on Psychological Trauma Training."
01/02/2024	Basic Training Course on Supporting Students with Stress from Traumatic Event
03/02/2024	"Cultivating Innovative Thinking: The Role of AI in Teaching and Learning" Seminar
07/02/2024	Seminar on Financial Management in Aided Schools (Online)
15/02/2024	Core Training Programme for Newly-joined Teachers (I) - "T-standard+" Online Course (Re-run)
19/02/2024	"2024 'Campus. Good Mood' - Advanced Course on Psychological Trauma Training: Applying Flash Techniques for Trauma Healing."
20/02/2024	Code N Sim Coding Learning Platform Teachers' Training Workshop
20/02/2024	Understanding family relationship and its impact on mental health
21/02/2024	Learning Circle of Values Education (2023/24 school year) —— Open Class Series of National Education (5) : Cultivating Students' Entrepreneurial Spirit and Humanistic Qualities (New)
23/02/2024	Values Education Series: (6) Cultivating Students' Positive Values through Chinese Culture Learning (Refreshed)
27/02/2024	Seminar for Special Educational Needs Coordinators in Primary Schools (II) — Assisting Students with Special Educational Needs to Effectively Transfer the Knowledge and Skills acquired from Tier-2 Support into Ordinary Classrooms
01/03/2024	Phonics Teaching Series: (2) Promoting Creative Language Use through Phonics and Language Arts (Refreshed)
06/03/2024	Briefing Session on Support Measures for Introduction of Primary Science (New)

Date	Activities
06/03/2024	Online Basic Course on Catering for Diverse Learning Needs (BA: 07 Dec - 06 Mar)
06/03/2024	Primary Mathematics Curriculum Learning and Teaching Series: (11) Fractions (Re-run) (web-based)
07/03/2024	English-Chinese Parallel Corpus for Language Studies and the role of Generative AI in Machine Translation
08/03/2024	"Connecting the humanities. Utilizing science. Deepening the new role of STEAM computer science in interdisciplinary learning" Online Workshop for Teachers
08/03/2024	IT in Education Information Literacy Series: Information Literacy Education in Primary Schools — General Studies (Advanced Level)
11/03/2024	School-based Student Talent Pool Series: Utilising a School-based Student Talent Pool to Facilitate the Grooming of Talents (New)
11/03/2024	Understanding family relationship and its impact on mental health
12/03/2024	Municipal Solid Waste Charging Q & A Session
15/03/2024	Core Training Programme for Newly-joined Teachers (I) - Workshop on Teachers' Professional Identity (Re-run)
20/03/2024	Online Basic Course on Catering for Diverse Learning Needs (BB: 21 Dec - 20 Mar)
20/03/2024	Challenges and Strategies to Improve School Attractiveness and Parents' Sense of Engagement
21/03/2024	Chinese Language Curriculum Second Language Learning Framework - Assessing Students' Learning (New)
21/03/2024	IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness for Mathematics in Primary Schools (Basic Level) (Online Self-learning Course)
21/03/2024	"Teaching and Learning Framework for Chinese Language Curriculum as a Second Language: Learning Assessment."
22/03/2024	Advanced Course on Catering for Diverse Learning Needs
22/03/2024	Integration of Values Education into English Language Learning – A Showcase of Effective School Practices
23/03/2024	Chinese History and Chinese Culture Series for General Studies / Primary Humanities: Study Tour of Hong Kong Sha Tau Kok Anti-Japanese War Memorial Hall and Lung Yeuk Tau Heritage Trail (New)
23/03/2024	Registartion for Symposium on Computational Thinking and Coddng Education for Future Teachers

Date	Activities
25/03/2024	Empowering Learners in the AI Age: Building Skills for Self-Regulated Learning
25/03/2024	Webinar on “Display of National Flag and Regional Flag, Conduct of National Flag Raising Ceremony at Schools AND Relevant Curriculum Resources and Support Measures”
26/03/2024	TSA Language Speaking Assessment-Oral Examiner’s Online Training
27/03/2024	IT in Education Technological Series: Using Microcomputer Sets to Develop Students’ Problem-Solving and Coding Skills (Basic Level) (Online Self-learning Course)
07/04/2024	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)
10/04/2024	Sharing Session of "Mainland-Hong Kong Teachers Exchange and Collaboration Programme" (2023/24)(Primary Mathematics) : Integrating Mathematics Education with Chinese Culture to Promote National Education
11/04/2024	Briefing Session of One-off Grant for Promotion of Sports Ambience and “MVPA60” in Schools (New)
11/04/2024	IT in Education Blended Learning Series: Using e-Learning Tools to Enhance Blended Mode of Learning in Mathematics of Primary Schools (with Class Observation) (Basic Level)
15/04/2024	Science and Technology Education Series at Primary Level: Exploratory Activity Workshop (3) (Earth and Space) (New)
18/04/2024	Briefing Sessions on Parent Education Resource Package for Primary Schools
19/04/2024	Enriching students' Chinese language learning experiences by making connections with daily life and creating a Chinese-rich environment
19/04/2024	Knowledge Enrichment for General Studies / Primary Humanities: Promoting Education for Sustainable Development (including climate change and environmental conservation) - Online Seminar (New)
19/04/2024	School-based Curriculum Development (Primary) Section — 2024 “Learning in Action” Seminar (English Language Education)
20/04/2024	School-based Curriculum Development (Primary) Section — 2024 "Learning in Action" Seminar (Mathematics Education)
23/04/2024	District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools (II) – School’s self-evaluation and review on the work of Integrated Education
23/04/2024	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (3) Engineering Practice and Innovation (New)
24/04/2024	Learning Circle of Values Education (2023/24 school year) —— Open Class Series of National Education (9) : From Exploration of Mathematics Wisdom to Experience the Charm of Chinese Culture (New)

Date	Activities
29/04/2024	Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Third intake in 2023/24 school year) (Re-run)
29/04/2024	Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (Third intake in 2023/24 school year) (Re-run)
30/04/2024	An introductory eight-week mindfulness course (B foundation)
30/04/2024	Briefing Sessions on Primary Humanities Curriculum (Online Course - Recorded Sessions for Revisiting) (New)
30/04/2024	Promoting Reading across the Curriculum and Progressive Development of Reading Skills in the Primary English Classroom (Refreshed)
03/05/2024	Core Training Programme for Newly joined Teachers -Training Programme on the Constitution, Basic Law and Hong Kong National Security Education (Re-run)
03/05/2024	Learning Circle of Values Education (2023/24 school year) —— Open Class Series of National Education (16) : From Exploring the World Cultural and Natural Heritage to Cultivate National Identity (New)
04/05/2024	"Hands-On Workshop for Primary School Teachers: Solar-Powered Wind Cars."
06/05/2024	Language of Caring, Science of Change: How to rapidly improve school climate
10/05/2024	Chinese History and Chinese Culture Series for General Studies / Primary Humanities: "Geography of Our Country and Stories of Chinese Historical Figures" (Online Course - Recorded Sessions for Revisiting) (New)
10/05/2024	Primary Mathematics Curriculum Learning and Teaching Series :(10) Non-Chinese Speaking Students Learning Primary Mathematics (Re-run) (web-based)
10/05/2024	"QSIP School-Based Professional Support (2024/25) Briefing Session."
11/05/2024	Effective Use of Blended Learning to Develop Students' English Language Skills and Self-directed Learning Capabilities at Primary Level (New)
11/05/2024	Singtao Learning Platform
17/05/2024	Values Education (Life Education) Series: (2) Film Appreciation and sharing session 'The Cord of Life' —— The reflections on Life left by the movie (New)
20/05/2024	Promoting Reading Across the Curriculum in General Studies / Primary Humanities – Online Seminar (New)
22/05/2024	Advancing Learning Webinar: Assessment for Life
24/05/2024	IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of Music in Primary Schools (Basic Level)
31/05/2024	2023/24 Guidance and Discipline Work Parade Exchange Day for Primary and Secondary School Teachers (Update)

Date	Activities
31/05/2024	Sharing Session on Enhanced Support for Primary School Students with Specific Learning Difficulties (SpLD) in Reading and Writing
05/06/2024	Canvas Basic Course
07/06/2024	A2. Online Enrichment Course on Mental Health
07/06/2024	School Manager Training Seminar (2023/24 School Year) School Integrity Management from the Perspective of the ICAC
13/06/2024	Sharing on “Supporting Primary School Students with Attention Deficit/Hyperactivity Disorder (AD/HD)”
18/06/2024	Assessment for Learning: The enhancement of Student Assessment Repository (STAR) and findings of questionnaire survey on students’ learning and living situations 2023
18/06/2024	Chinese History and Chinese Culture Series for General Studies / Primary Humanities: “The Development of China’s Modern History” (Online Course - Recorded Sessions for Revisiting) (New)
20/06/2024	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (2) Discovering Knowledge through Scientific Inquiry (Re-run)
21/06/2024	Values Education Series: (10) Evaluation of Values Education (Refreshed)
21/06/2024	"Modern Primary Science 'Kickstart' New Curriculum: Teacher Professional Development Series Lecture 2 - New Subject. New Strategies. New Teaching Methods."
26/06/2024	Professional Teacher Training Series for Introduction of Primary Science – Seminar and Workshop (1) The Use of Scientific Models in Primary Science Lessons (Re-run)
28/06/2024	Quality Education Fund Thematic Networks – Schools (QTN–S) Territory-wide Dissemination Series [Theme: Mathematics in Primary Schools]
28/06/2024	"Chinese Language Curriculum Development Sharing Session."
29/06/2024	"Positive Education and Mental Health" Promoter Project Launching Ceremony and Seminar
29/06/2024	"Reading Club: Cultivating Deep Reading, Enhancing Thinking Skills, and Strengthening Values Education (New)."
05/07/2024	Primary Mathematics Curriculum Learning and Teaching Series: (2) Selected Topics in the Revised Primary Mathematics Curriculum - Shape & Space, Measures and Algebra (Re-run) (web-based)
08/07/2024	The Feedback Loop in Forming and Supporting Student Team
11/07/2024	IT in Education Subject-related Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of School-based Picture Books Curriculum

Date	Activities
	of Chinese Language (Basic Level) (Online Self-learning Course)
11/07/2024	STEAM Education Learning, Teaching and Assessment Series: Briefing Session on the "Enriched Module on Coding Education for Upper Primary Level – Primary 6" (New)
11/07/2024	Teach Paws b Mindfulness Teacher Training Course
16/07/2024	Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Fourth intake in 2023/24 school year) (Re-run)
16/07/2024	Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (Fourth intake in 2023/24 school year) (Re-run)
16/07/2024	Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (Fourth intake in 2023/24 school year) (Re-run)
16/07/2024	Workshop on Designing Schemes of Work in Music and Classroom Practice (Primary) (New)
17/07/2024	IT in Education Information Literacy Series: Information Literacy Education in Primary and Secondary Schools — Information Literacy Related Concepts and Issues (Basic Level) (Online Self-learning Course)
17/07/2024	Workshop on Songs Arrangement for Classroom Percussion Ensemble (Primary) (New)
19/07/2024	IT in Education Information Literacy Series: Supporting Parents on e-Learning (Primary Schools) (Online Self-learning Course)
20/07/2024	Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2023/24 s.y. - Batch 4)
25/07/2024	IT in Education Technological Series: Using Artificial Intelligence (AI) Programming Tools in STEAM Learning Activities (Basic Level) (Online Self-learning Course)
26/07/2024	Chinese History and Chinese Culture Series for General Studies / Primary Humanities: "Cultural Heritage" (Online Course - Recorded Sessions for Revisiting) (New)
09/08/2024	"Stress Management Workshop - Caring Campus - Supporting Colleagues' Negative Emotions

10. Communication with Parents

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

The school also invites parents to participate in school activities, including the School Picnic, PTA Annual Meeting, PTA Outing, Lesson Observation, Sports Day and Graduation Day. We also arrange workshops, talks, and interest classes for parents to enhance their parenting skills and facilitate their children's learning. Teachers regularly contact parents by phone to inform them of their children's performance at school. If needed, we welcome parents 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):

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

B. Activities with Parents/ Parent Education

Date	Events
23/8/2023-25/8/2023	Changes of School Life (P.1)
23/9/2023	Parent & Class Teacher Meeting
29/9/2023,6/10/2023	Racial Harmony Activity (P.1 & P.2 students and transfer students' parents)
10/10/2023 12/10/2023	Lower Grade Peer Parent Counsellor Training Program(2)
17/10/2023 9/1/2024 5/3/2024	'Brain-based Parenting' Parent Workshop
9/11/2023	School Picnic(P.1 Parents)
30/11/2023	PTA Annual Meeting (Online Meeting)
8/12/2023	P.5 and P.6 Parent Seminar
15/12/2023	Easy Support-Parent Workshop
15/12/2023	Night Tour By Open-top Sightseeing Bus
2/2/2024	Parents' Day
2/3/2024	P.T.A. Family Outing
20/3/2024	Parent-child Reading Workshop
26/3/2024	Lesson Observation for P.1 to P.2 Parents
9/4/2024	Parent Seminar 'Dialogic reading - how to improve children's story telling skills' and 'Improving reading, writing and visual perceptual skills of our children'
15/4/2024	P.6 Parent Seminar
16/4/2024	Sports Day
6/7/2024	Graduation Ceremony

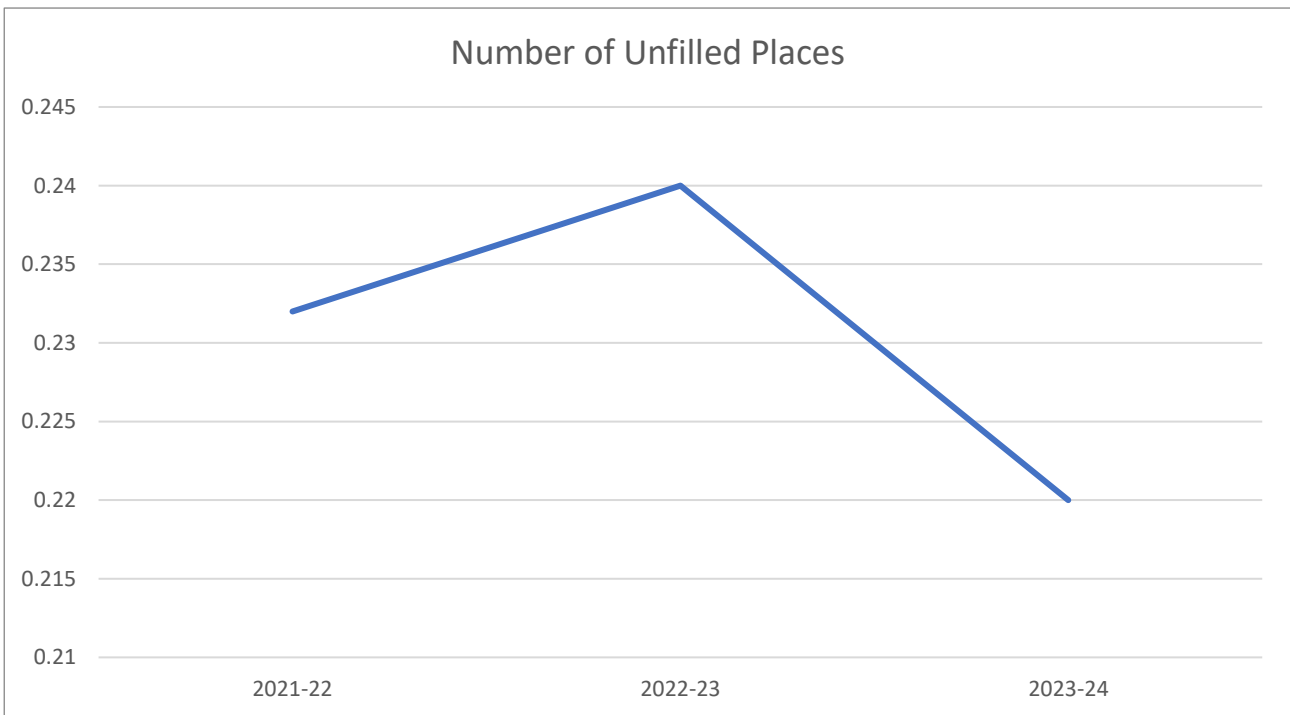
C. Volunteer services

Date	Events
11/9/2023-21/9/2023	Lunch Time Parent Helpers
25/10/2023 16/11/2023	Vaccination for P.1,P.6 & Vaccination for Seasonal Influenza
15/11/2023 13/12/2023	Parent-child Volunteer Service –Training & Visiting the Elderly
27/1/2024	Flag Selling Day for the Hong Kong PHAB Association
7/2/2024	Chinese Cultural Learning Day
22/3/2024 26/4/2024 3/5/2024 10/5/2024 17/5/2024 24/5/2024	Story Parents
6/4/2024	Reading Festival
16/4/2024	Sports Day
22/6/2024	Makeup for the Dance Competition
6/7/2024	Makeup for Graduation Ceremony

11. Class Organization

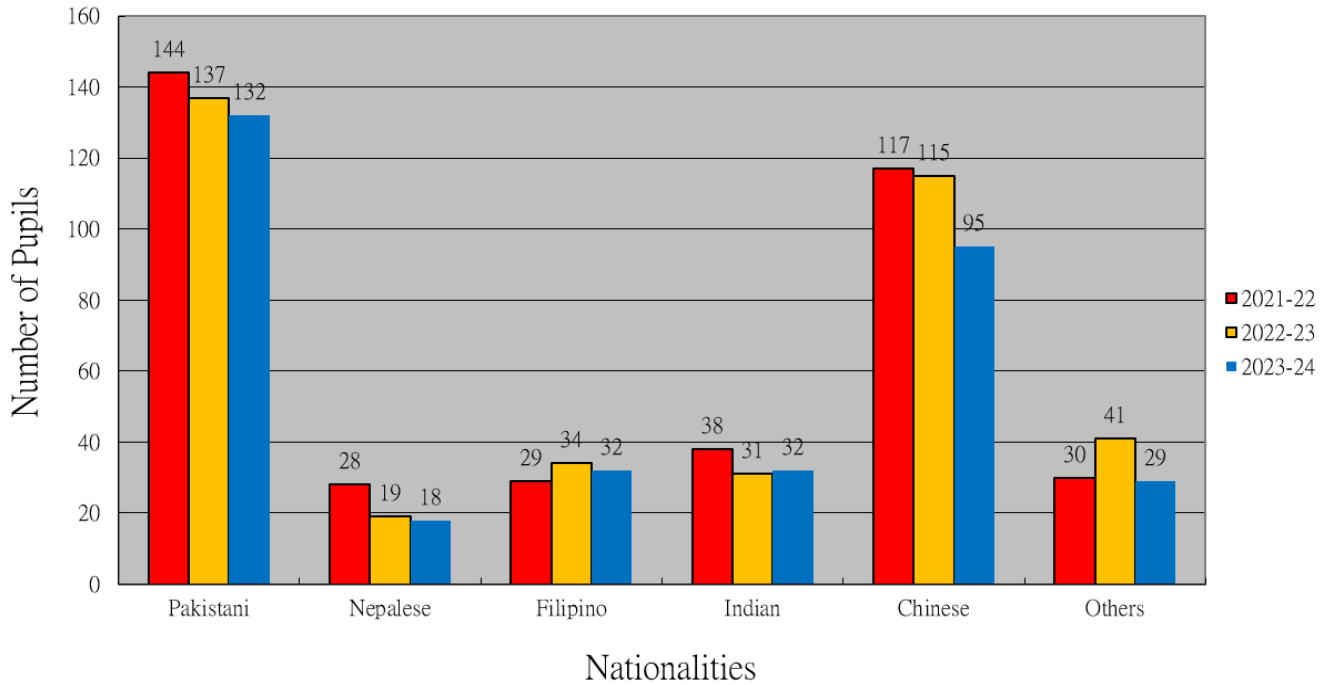
Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	2	3	3	3	4	3	18
Capacity	50	75	75	75	100	75	450
Boys	28	29	32	33	47	28	197
Girls	17	28	27	27	32	22	153
Total Enrollment	45	57	59	60	79	50	350

12. Number of Unfilled Places



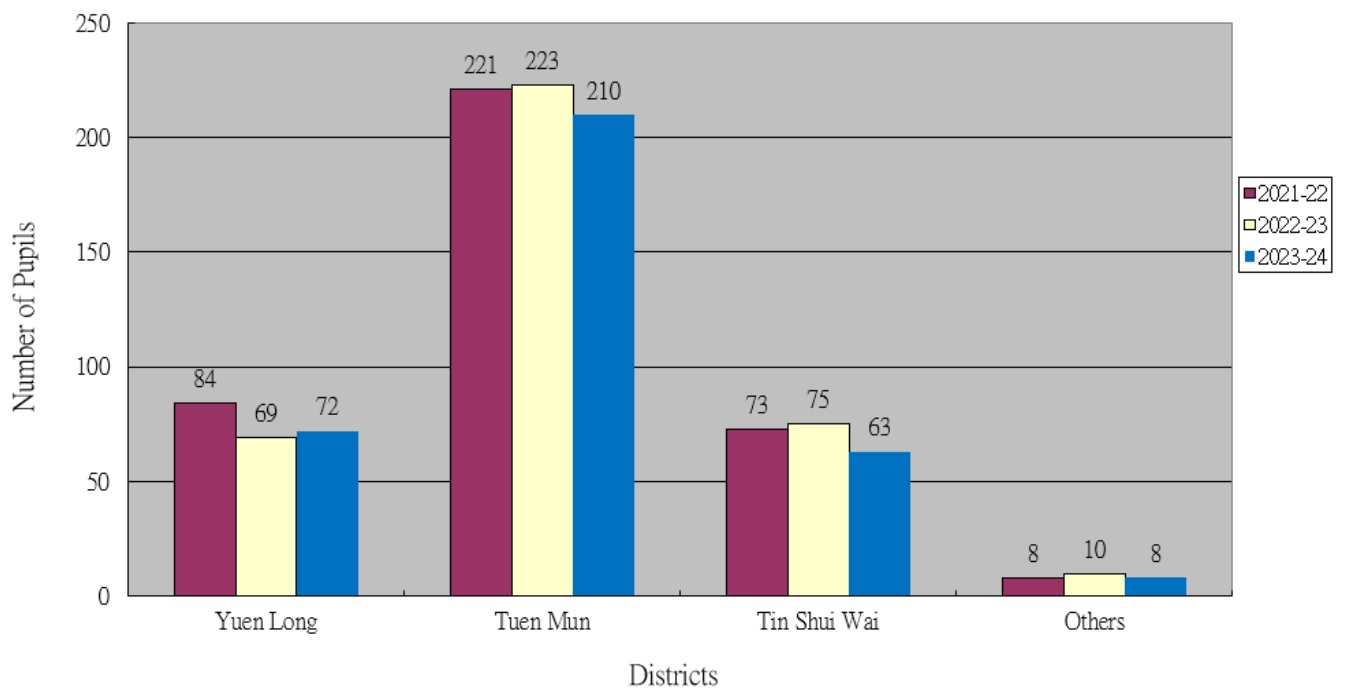
13. Ethnic Distribution of Students

Ethnic Distribution of Pupils

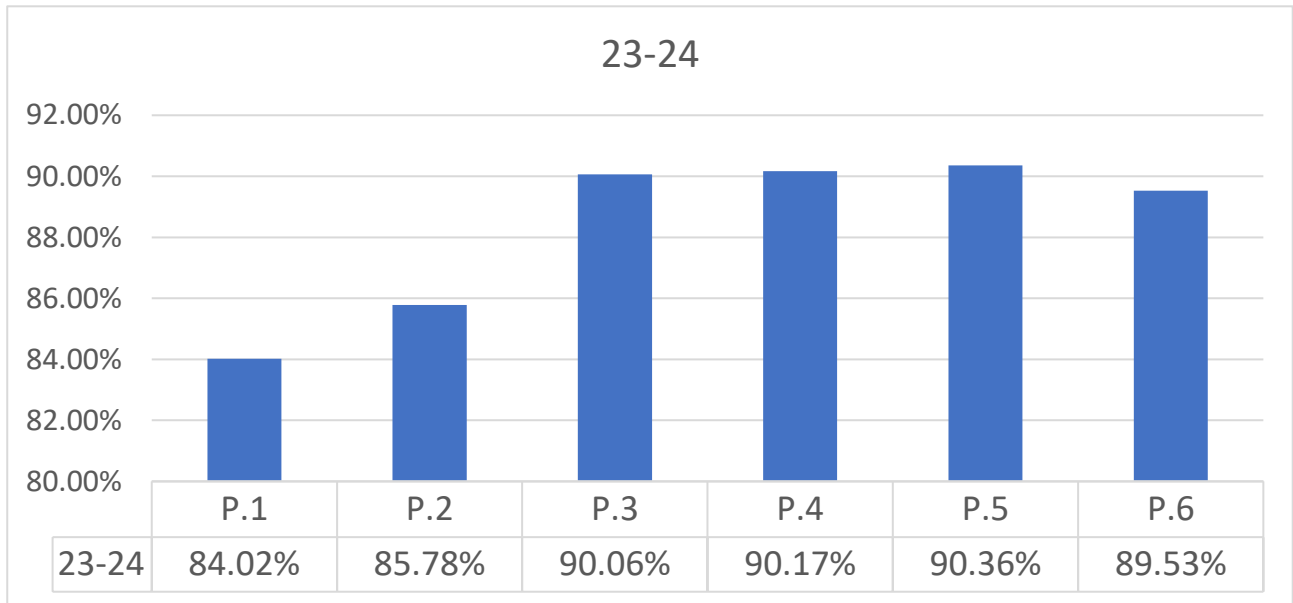


14. Residential Distribution of Students

Residential Distribution of Pupils



15. 2023-2024 Attendance

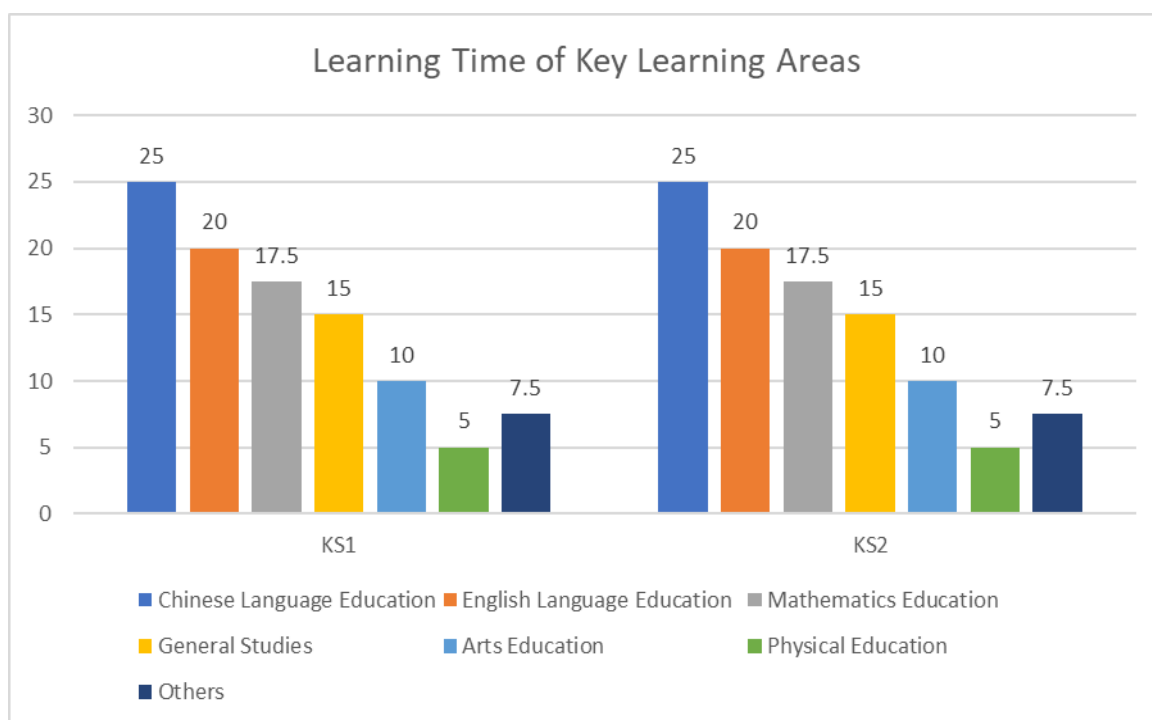


II. Learning and Teaching

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/ Personal Growth)	2	2
TOTAL	40	40

2. Learning Time of Key Learning Areas



3. Examinations

Examination	Date
P.6 First Term	7/12/2023-13/12/2023
P.1-5 First Term	9/1/2024-12/1/2024
P.6 Second Term	14/3/2024-19/3/2024
P.1-P.5 Second Term	4/6/2024-7/6/2024

4. Number of Active School Days

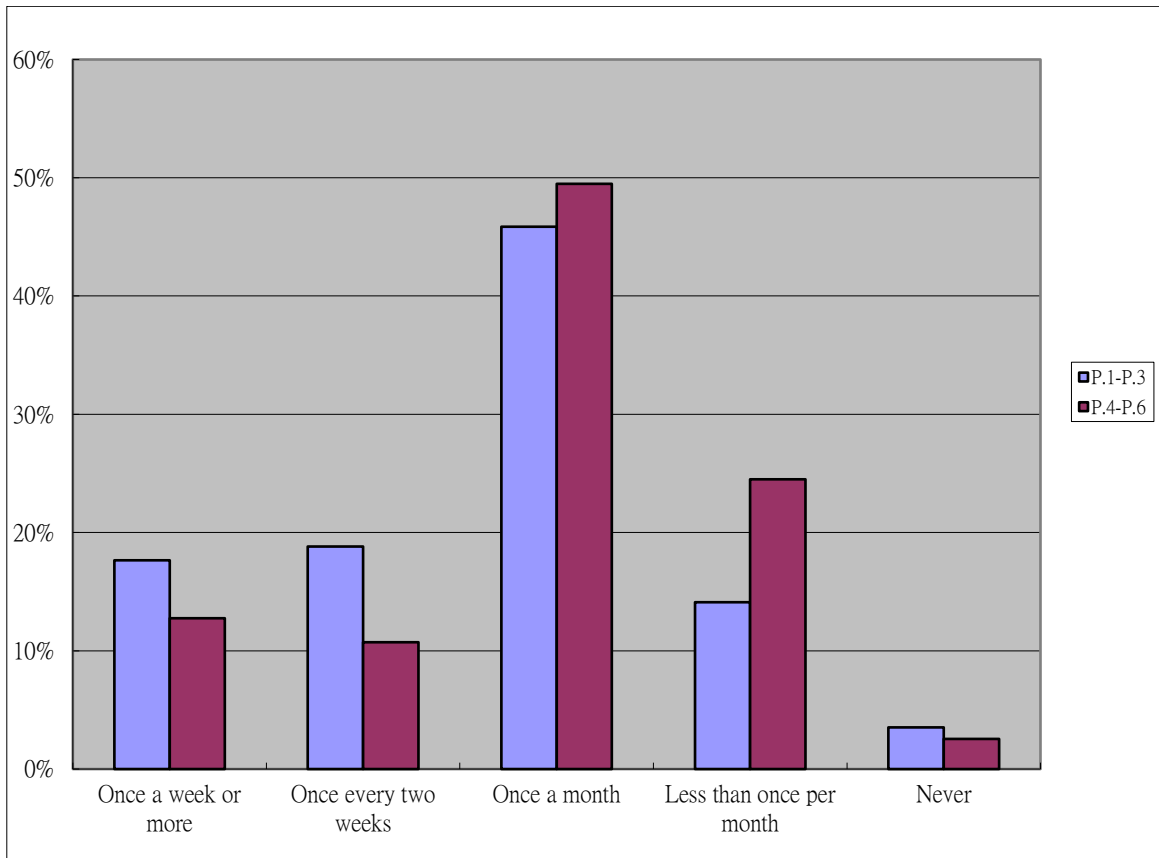
Number of Active School Days in 2023-2024

Level	School Days	#Active School Days
P.1-P.3	190	181
P.4-P.6	190	182

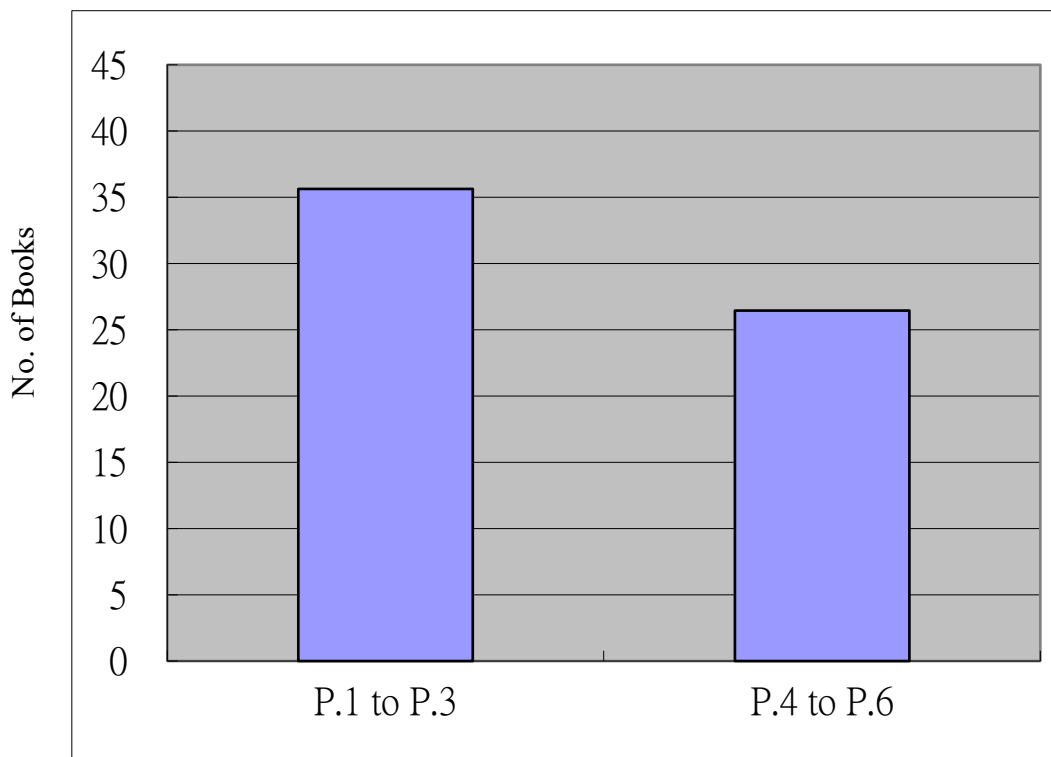
- # (1) The number of days with learning activities organized by the school, including regular classes and learning activities, e.g. school picnic and life-wide learning activities. Days allocated to examinations and teacher professional development days are excluded.
- (2) The actual number of school 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 (2023-2024)



Average No. of Students Borrowing Reading Materials from the School Library (2023-2024)



6. School-based Curriculum

Subject	Content
English	<ul style="list-style-type: none"> ● Developed school-based core English writing curriculum in P.1-6 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. ● Designed learning tasks with different levels of questioning and learning styles to cater students' learning diversity. ● Implemented students' reflection, self-assessment, self-evaluation tools (KWL chart, writer's checklist, etc.) and STAR exercises. ● Core reading strategies were taught in each level. P.1 and 2: - Scanning for specific information, Locating specific information by recognizing simple formats (e.g. birthday or invitation cards) and identifying key words; P.3 and 4: Identifying main ideas, Work out the real meanings of words and expressions by using clues, contexts and knowledge of the world; P.5 and 6: Making inferences, Predicting the likely development of topics by using personal experience and knowledge of the world. ● Utilized Google Classroom as one of the e-learning platforms for P.4-6 students to carry out self-learning. ● Taught P.3 students reading strategies and enhanced reading competence through TSA exercises. ● Designed extended learning tasks for all levels: 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.) ● Implemented the P.1-3 PLP-R/W program, co-planning and co-teaching ● Implemented the NET Program in P.1- P.6. ● Created School-based Phonics Workbooks using a synthetic phonics teaching approach and implemented the program in P.1-2. ● 3 different levels of P.1-6 School-based Unit / Writing booklets were designed to cater students' learning differences. ● A P.1-6 Penmanship Competition was carried out at the end of the 1st term. ● A P.1-6 Book Report Competition to enhance students' reading interests and abilities was organized in the end of the 2nd term. ● Students were assigned Reading levels, and they borrowed leveled readers in the library in their free time. ● Reading was promoted by using online e-readers (e.g. EPIC, Storyline Online) and a 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. ● Some assigned grades did tasks related he theme: “Love ourselves and others” in the GE curriculum. ● A Chinese, English and Maths Games Day was organized at the end of the 2nd term. P.1-6 students did some Interesting interactive activities for learning Chinese, English and Maths.using IT learning installations(e.g. iFloor, iWall, iTable, robots, etc.).

Subject	Content
	<ul style="list-style-type: none"> ● In the second terms, selected P.1 students with the help of higher grade students took part in the BBS program, a program designed to arouse and enhance students interest in English. ● P.3-6 students carried out Self-reflection using RGW formative assessments. ● Values Education and National Security Education were integrated in the English curriculum. ● A TEDEd Student Talks Programme was carried out in P.4 for the whole academic year and a talk show was done in the end of the 2nd term. ● English ambassadors encouraged students to speak in English.
Chinese	<ul style="list-style-type: none"> ● 持續優化中文外籍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。 ● 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。 ● 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 ● 善用校本電子學習平台(Rainbow One)，加強學生自主學習能力及提升非華學生學習中文的興趣。 ● 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)(主流生：一至六年級) ● 推廣繪本故事教學及廣泛閱讀，學習不同的語文元素、品德情意及價值觀。 ● 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 ● 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 ● 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。 ● 積極參加校外比賽，以提升學生視野。 ● 持續優化校本中文主流課程，提升學生學習能力。 ● 設中文大使鼓勵學生說粵語。 ● 於各級課程中按能力加入教育局列舉的「建議篇章」，讓學生學習古詩文，豐富學生學習中華文化的經歷。 ● 舉辦港島遊，加強學生對香港文化的認識。
Mathematics	<ul style="list-style-type: none"> ● School-based assessments and assignments focusing on number dimensions to enhance students' learning and improve their individual performance were implemented. ● A variety of assessments (formative assessments, practical tests, peer evaluation and student self-assessment) were adopted. ● Enhancement Classes for P.5 & P.6 were organized. ● Practical operations and diversified teaching activities were designed in the lessons. ● A variety of activities (IPS Fair , Visiting the Hong Kong Monetary Authority, Maths Orienteering Game) were organized to enhance students' interest in

Subject	Content
	<p>learning.</p> <ul style="list-style-type: none"> ● A “Practice Per Week” and Challenge questions were established. ● An Enhanced P.1-P.3 Storytelling program employing students' interest in reading Mathematics related books was established. ● P.3-P.4. Mathematics STEM activities were implemented. ● To broaden their horizons, students participated in inter-school competitions and Mathematics activities. ● Restarted the memorization multiplier program to lay a solid foundation for students' arithmetic skill.
General Studies	<ul style="list-style-type: none"> ● Implemented Environmental Protection Programmes for students including: <ul style="list-style-type: none"> - BEAM Plus recycling bin-Lai See Packet Recycling - Gardeners training programme in ECA period. ● STEAM education activities were developed: <ul style="list-style-type: none"> -STEAM activities related to topics in the textbooks; - STEAM Day (arranged after the final examination); - Participated in Climbing Robot Design Competition; - and students participated in Hong Kong Inter-School Creative Paper Airplane Competition. ● Went on field trips matched the P.1-P.6 curriculum. ● Did P.4 Project Learning: Cyberbullying.
Library	<ul style="list-style-type: none"> ● A Reading Scheme to accommodate students’ interests and learning needs was implemented. ● The Book Exhibition was held on Parents’ Day. ● Competitions to encourage students to read were organized: <ul style="list-style-type: none"> - Book Cover Coloring Competition for P.1 students - Book Cover Design and Coloring Competition for P.2 students - Rewrite Story Ending Competition for P.3 – P.5 students ● Storybook role-play activities were held for P.1 – P.6 students. ● There was a Reading Festival for P.1 – P.6 students. ● Cross-curricular reading activities, including "Learning to Read" to "Reading to Learn" were completed.
Information Technology	<ul style="list-style-type: none"> ● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held. ● An online learning platform was set up for teachers’ teaching resources (e.g. teaching videos, online exercise, etc. for students to learn). ● Hardware and software packages were continuously updated to ensure a good environment for e-learning.
Visual Arts	<ul style="list-style-type: none"> ● Different competitions and activities were organized to enhance students' learning motivation.

Subject	Content
	<ul style="list-style-type: none"> ● Core courses for all levels were utilized to improve the vertical school-based Visual Arts curriculum. ● An artistic atmosphere was created by posting students' art works near the art room. ● Enhancing students' drawing skills through the visual arts group and drawing classes. ● A wide range of evaluation types (e.g. teachers' self-evaluation, students' self-evaluation, peer evaluation, class performance) were employed. ● An electrical teaching and learning database was developed. ● Students visited museums to broaden their horizons
Music	<ul style="list-style-type: none"> ● Teachers conducted lunch recess song dedication activities. ● A Pop band class was organized during after-school periods. ● Ocarina group, choir, African drum and percussion classes were organized on Fridays extra-curricular activities period. ● Some P.2 to P.6 students were selected to join the Hong Kong School Music Festival solo singing competition. ● Some students joined the Hong Kong School Music Festival piano solo competition. ● The choir team joined the Group Singing Competition of HK Joint School Music Festival and the inter-school competition. ● An inter-class singing competition was organized by video . ● Some students participated in the Arts Ambassadors-in-School Scheme organized by the Hong Kong Arts Development Council (HKADC).
Physical Education	<ul style="list-style-type: none"> ● Various forms of physical fitness were done to show students' health status. ● Regular P.E. lesson routines were established to facilitate discipline and safety. ● Sports Day and training programs were organized to provide opportunities for students to train in athletics and participate in competitions. ● Students participated in inter-school sports competitions to increase their experience. ● By introducing and using a sports diary, students were encouraged to exercise and develop their reading habit. ● Sports For All and Physical Fitness Day programs were organized. ● School team training was mornings or after school. ● Morning exercise was held.
Putonghua	<ul style="list-style-type: none"> ● 本校課程分主流課程(中國籍學生)及調適課程(非華語學生)。 ● 課程以教授拼音及普通話日常用語為主。 ● 參加校外比賽，以提升學生對普通話的學習興趣。 ● 設普通話大使，以鼓勵學生多說普通話。
Religious	<ul style="list-style-type: none"> ● A School-based Religious Studies curriculum was established.

Subject	Content
Studies	<ul style="list-style-type: none"> ● Material mainly focused on moral and civic education. ● Some topics related to fundamental Islamic belief were taught.
Computer	<ul style="list-style-type: none"> ● Curriculum includes coding instruction and information literacy. ● After-school activities use building blocks and programming to train students' problem-solving skills in the use of information technology. ● Students participated in inter-school competitions to train them to use information technology to solve problems. ● An IT Fun Day was organized to develop students' IT problem-solving skills and creativity using building blocks and coding.

7. External Curriculum Support

To enhance students' Chinese, English and mathematics abilities, the school arranges after-school tutoring and enhancement classes. This year, the school still hires professionals to regularly work with P.4 mainstream Chinese teachers to optimize the school-based writing curriculum. In addition, the P.6 NCS teachers also regularly having co-planning sessions with the EDB Curriculum Development officer to optimize the P.6 NCS Chinese language curriculum.

III. Student Development Support

1. School Functions

School Functions	Participants	Date
P.1 Orientation	P.1	23/8/2023-25/8/2023
School Commencement Day(ZOOM)	P.1-6	1/9/2023
Parent-teacher Meetings	P.1-P.6	23/9/2023
Dress Casual Day	P.1-6	29/9/2023
School Picnic	P.1-6	9/11/2023
PTA Annual Meeting	P.1-6	30/11/2023
UAP Opening Ceremony	P.4	18/12/2023
Parents' Day	P.1-6	2/2/2024
PTA Parent-child Outing	P.1-6	2/3/2024
Sports Day	P.1-6	16/4/2024
UAP Closing Ceremony	P.4-P.6	6/5/2024
Graduation Day	P.6	6/7/2024
Prize-giving Day (ZOOM)	P.1-5	8/7/2024

2. School Activities

School activities	Participants	Date
Hong Kong Speech Festival Rehearsal	P.1-6	1/11/2023,8/11/2023
Drawing Competition	P.1-6	It was conducted in V.A. lessons in the 1 st term.
Chinese Penmanship Competition	P.1-6	20/11/2023-15/12/2023
Education Camp	P.6	10/1/2024-12/1/2024
English Penmanship Competition	P.1-3 P.4-6	17/1/2024 18/1/2024
Integrated Learning Week	P.1-6	22/1/2024-26/1/2024
Art and Crafts Competition	P.1-6	It was conducted in V.A. lessons in the 2 nd term.
UAP Overnight Camp	P.4	22/3/2024-23/3/2024
Inter-class Singing Competition(Video)	P.1-6	April of 2024
Chinese Composition Competition	P.1-6	6/5/2024-24/5/2024
Cleanliness Competition	P.1-6	20/5/2024-31/5/2024
Discipline Competition	P.1-6	20/5/2024-31/5/2024
Q & A Competition	P.3-6	May of 2024
Souvenir Making for Graduates	P.6	4/6/2024-5/6/2024

School activities	Participants	Date
STEAM Day	P.1-P.6	24/6/2024-25/6/2024
Chinese, English, Mathematics Games Day	P.1-P.5	26/6/2024
Inclusion Activity	P.1&P.2	2/7/2024
	P.3&P.4	3/7/2024
Book Character Activity	P.1-P.5	10/7/2024
Library Activity	P.1-P.6	11/7/2024
Table Tennis Activity	P.3-P.5	11/7/2024
Art and Sports Day	P.1-P.3	11/7/2024
	P.4-P.5	12/7/2024

3. Extra-curricular Activities

Regular Groups	Rotating Groups
1. Puppetry	1. Life Skills
2. Little reporters	2. Percussion Group
3. Math Games	3. Math Games
4. African Drums	4. Mini Tennis Group
5. Cub Scout	5. Story Telling
6. Gardening	6. Handicraft Group
7. Table Tennis	7. Moral Education Story Telling
8. Sports Activities	8. Scientific Experiments
9. Floor Curling	
10. Visual Art	
11. Naat	
12. Junior Master Chef	
13. Choir	
14. RoboCode	
15. STEM Group	
16. Newly Arrived Immigrant Student Activity Group	

4. Talks and Visits

Talks		
Topic	Participants	Date
Monthly Assembly: Discipline	P.1-P.6	6/9/2023
Monthly Assembly: Acceptance	P.1-P.6	12/10/2023
Monthly Assembly: Friendship	P.1-P.6	15/11/2023
Monthly Assembly: Care	P.1-P.6	5/12/2023
Crime Prevention Talk	P.4-P.6	20/12/2023
Monthly Assembly: Environmental Friendliness	P.1-P.6	29/2/2024
Monthly Assembly: Respecting Teacher	P.1-P.6	27/3/2024
Monthly Assembly: Diligence	P.1-P.6	23/4/2024
Monthly Assembly: Appreciating	P.1-P.6	16/5/2024
Education talk by The Hong Kong Society for the Prevention of Cruelty to Animals (SPCA)	P.1-P.2	28/2/2024
Aquaponics workshops	P.3	2/7/2024,8/7/2024
Education talk by The Green Earth Limited	P.1-P.2,P.4	8/7/2024,9/7/2024

Visit		
Venues	Participants	Time
Tuen Mun Park	P.1	26/3/2024
Hong Kong Monetary Authority	P.2	28/3/2023, 29/3/2023, 30/3/2023
Tuen Mun Fire Station	P.2	17/11/2023
Eco Park	P.3	26/2/2024,27/2/2024
Home Visits for the Elderly	P.4	25/4/2024,19/6/2024
Mai Po Nature Reserve	P.5	28/2/2024,3/7/2024,20/3/2024
Online tour of the LegCo Complex	P.6	20/10/2023,30/10/2023,31/10/2023
Hong Kong Disneyland	P.6	30/4/2024

5. Performances

Event	Participants	Time
PTA Annual Meeting	P.1 (Video)	30/11/2023
27th HKSAR Establishment Celebration by the PCRO TMDIST	P.5-P.6	19/6/2024

Graduation Ceremony	P.6 Oriental Dance African Drum English Drama Graduate singing performance	6/7/2024
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6. Post-exam Activities

Items of activities	Participants	Time
Reading Activity Day	P.1-P.6	13/6/2024
English E.R.S. Activity	P.1-P.6	13/6/2024
Smoke-free Talk	P.4-P.6	20/6/2024
Graduation Ceremony Rehearsal	P.6	28/6/2024-5/7/2024
STEAM Day	P.1-P.6	24/6/2024-25/6/2024
Maths Orienteering Game	P.5-P.6	26/6/2024
Chinese, English & Maths Games Day	P.1-P.6	26/6/2024
School Interactive Education Theatre	P.1-P.6	27/6/2024
Arts and Crafts Lesson	P.1-P.6	27/6/2024,28/6/2024,3/7/2024
Career Planning Workshop	P.1-P.5	28/6/2024,2/7/2024
Aquaponics Workshop	P.3	2/7/2024,8/7/2024
Inclusion Activity	P.1-P.4	2/7/2024,3/7/2024
Girls Health Talk	P.5-P.6	3/7/2024
Visit to Ping Shan Public Library	P.4	5/7/2024
Prize Giving Ceremony	P.1-P.5	8/7/2024
The Green Earth Talk	P.1-P.2,P.4	8/7/2024,9/7/2024
TED-Ed Student Talks	P.4	8/7/2024
Birthday Party	P.1-P.6	9/7/2024
Lego Coding Fun Day	P.2-P.3	9/7/2024
Book Character Activity	P.1-P.5	10/7/2024
Table Tennis Activity	P.3-P.5	10/7/2024
Visit to M+ Museum	P.5	11/7/2024
Art and Sports Day	P.1-P.5	11/7/2024,12/4/2024

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	✓	✓	✓	✓	✓	✓
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B. Strive for Improvement Program

First Term	Second Term
/	Strive for Success (Tuen Mun District) Primary Students Award Scheme 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

	Class	Participants	Date
Community-based After-school Learning Support	Homework Tutorial Class	P.2-6	10/2023-6/2024
	Visit to Noah's Ark Hong Kong	P.3-6	3/2024
	Tai Tong Organic EcoPark Activity	P.4-6	6/2024
School-based After-school Learning Support Grant	Cartoon Drawing Class	P.3-4	10/2023-6/2024
	Lego Architecture Class	P.1-2	10/2023-6/2024
	Basketball Class	P.4-6	10/2023-6/2024
	Basketball Training Class	P.4-6	10/2023-6/2024
	Fencing Class	P.3-6	10/2023-6/2024
Life-wide Learning Grant	English Debate Class	P.4-P.6	10/2023-6/2024
	English Drama Class	P.4-P.6	10/2023-6/2024
	Football Class	P.4-P.6	10/2023-6/2024
	Creative Drawing	P.1-2	10/2023-6/2024
	Table Tennis Class	P.3-P.6	10/2023-6/2024
	Secondary School Interview Class	P.6	11/2023-6/2024
	Pop-band Class	P.4-P.6	10/2023-6/2024
	Fun English Class	P.1	10/2023-6/2024
	K-Pop Dance Class	P.1	10/2023-6/2024
	Ocarina Class	P.1	10/2023-6/2024
	Math Advanced Class (Oly Math)	P.4-P.5	10/2023-6/2024
	Oriental Dance Class (P.1-3)	P.1-P.3	10/2023-6/2024
	Cambridge Class	P.3-6	10/2023-6/2024

10. Uniform Groups & Service Groups

Group	Participants
Understanding the Adolescent Project	P.4-6 (50 students)
School Prefects	P.3-6 (49 students)
Library Helpers	P.3-6 (22 students)
School Bus Prefects	P.5-6 (10 students)
CYC	P.4-6 (69 students)
Caring Ambassador	P.1-6 (18 students)

11. Moral and National Education (MNE)

i. School-based MNE Curriculum

The school arranged thematic month activities: September to October focused on lawfulness, November to January on interesting festivals, February to March on caring for nature, April on hard work, and May to June on filial piety. These activities were integrated with various learning areas, weekly assemblies, and moral education classes, aiming to cultivate students' correct values, such as national identity, benevolence, diligence, and law-abidingness. Students learned Filial Piety through a variety of activities in May and June. Activities included sharing Chinese filial piety stories, such as Huang Xiang Warm Quilt to teach about Chinese culture. Through the "Filial Piety Month Mission", students were 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 participated in this and gave some positive feedback in the "Filial Piety Month Mission".

ii. Integrated Learning Week

To facilitate a better understanding of Chinese culture and the development of Hong Kong society, our school resumed the Integrated Learning Week this year, which was held in the post-examination period of the second term. In addition to the knowledge, 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 learned about Chinese New Year origins, customs, and myths. They also learned how to make an art and craft of Dragon Boat Festival and a Chinese New Year dessert. In addition, P.1 students explored the topic by various activities, such as cooking and lion dancing. Students experienced Chinese New Year through concrete experiences.

The topic for P.2 was "Ancient Chinese Inventions". P.2 students learned about great ancient Chinese inventions, related history as well as the impact of these inventions on our modern life. Students had opportunities to make recycled paper and make their own printing stamp with potatoes. Through a variety of learning activities, students learned 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 learned about different food cultures, including festive food, chopsticks, etc. Traditional snacks for students were provided to taste and deepen their experience. In addition, by making dim sum with soft clay, students experienced 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 saw Hong Kong through a new pair of eyes and appreciated the perseverance of Hong Kong people.

The topic for P.5 was "Chinese Architecture." Students learned about the architectural structures of different places of interest in China to deepen their understanding of Chinese history and culture, as well as their recognition of national identity. Learning activities included having students make models of different places of interest.

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

iii. Multicultural Learning Days

To enable respect of 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 learned about the national flags, the cultures, the dietary habits, the religions and the histories of the countries, as well as the famous landmarks and customs. Students also learned about different national costumes. Through participation and observation, students understand different cultures, promoting racial harmony.

iv. National Security Education

1. Every Monday morning, a flag-raising ceremony is held to enhance students' national awareness and their sense of national identity through situational immersion.
2. 'The speech under the national flag' focuses on key dates and also includes sharing about Chinese cultures or moral education after the flag-raising ceremony.
3. National Security Education is included into the teaching curriculum and records are kept of the related topics for review.
4. P.1-P.3 students read stories about moral education in ECA.
5. Workshops were held for parents to arouse respect for different cultures and the importance of law-abidingness.
6. The school promoted and carried out activities for the Sister School Scheme.
7. The school environment is beautified 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. National Security Education information is displayed on the school website

12. Student Welfare

Support Services	Number of Students
Student Health Service	285
School Dental Care Service	281
Student Financial Assistance	108
School Bus Service	110
Lunch Ordering Service	112
Provision of Lunch Subsidy	43

13. Whole School Approach to Integrated Education

These include 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"> 1. Creating a happy learning environment, an integrated campus, fostering positive learning attitudes and helping students to be well-rounded in all subjects. 2. Assisting SEN students to achieve their goals by deploying resources flexibly, and letting teachers adopt the most effective strategies. 3. Providing timely early identification of and relevant assistance for SEN students. 4. Adapting and employing a wide array of activities and curriculum supports for students with divergent learning needs. 5. Carrying out a whole-school approach to assist SEN students in meeting their diverse needs. 6. Developing home and school cooperation to enhance communication with parents to make suitable plans for SEN students.
Resources	<p>To facilitate our school’s support to SEN students and academic low achievers, the following additional resources were provided by the Education Bureau:</p> <ol style="list-style-type: none"> 1. Learning Support Grant (LSG), 2. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs, 3. Enhanced Speech Therapy Grant, 4. School-based Educational Psychology Service, 5. School-based Support Scheme Grant for Schools with Intake of Newly Arrived Children, 6. School-based After-school Learning and Support Programs, 7. And Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students.

<p>Support measures and allocation of resources</p>	<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"> 1. A student support team. Team members included the curriculum development leader (CD), subject panel heads and our school social worker, 2. Intensive remediation for P.2 - P.5 students via two teachers employed under the “Small Remedial Class (English & Mathematics) in Primary Schools”, 3. Remedial classes once a week for students with special learning needs (who were not in the “Small Remedial Class”), 4. An emotional and social skills training group for students in need, 5. A Speech Therapy Service for students with speech impediments, 6. Teaching assistants in collaboration with teachers focused on helping SEN students during lessons, 7. After-school tutorials with teachers and teaching assistants for students in need, 8. Adaptation and accommodation in homework, dictation and assessments, 9. Provide parent seminars to help parents understand the learning characteristics of SEN students, 10. Educational psychologist and speech therapist workshops for teachers to enrich their knowledge of helping SEN students 11. Chinese and Mathematics enrichment classes in different periods to enhance student academic levels, 12. And attention training by an NGO for students with these needs.
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IV. Student Performance

1. Scholarships

The 2023-2024 Harmony Scholarships	2C MAXWELL HAZEL UMA ANANDA 3C ROZARIO ZARA ALMARIO 4A DANTIC KELLIE AINE ESPIRITU 5D CHEN LINHUI
The Politest Students Award (2023-2024)	3B FATIMA HANIYA 4C HERRERO ZEA RILEY JAMES CABATO

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	10	2023-2024 Hong Kong Junior Penmanship Competition	2-Gold 3-Silver 5-Bronze
	43	4 th Chinese Language Festival - Penmanship Competition (Chinese)	1-Champion 3-1 st Runner up 11-2 nd Runner up 12-Merit
	7	Ethnic Hong Kong Youth Calligraphy Competition	1-Merit Award
	10	75 th Hong Kong Schools Speech Festival (Chinese Speech) - Solo Verse Speaking	1-Merit Award
			6-Proficiency Award
	49	Hong Kong Junior Penmanship Contest2023	2-Junior Group - Silver
			2-Junior Group - Bronze
			1-Intermediate Group-Champion
			1-Intermediate Group-Silver
			2-Intermediate Group-Bronze
			1-Senior Group-2 nd Runner Up
			3-Senior Group-Bronze
		2-Senior Group- Participation Awards	
English	23	75 th Hong Kong Schools Speech Festival (English Speech)	20-Merit Award
			3-Proficiency Award
	10	Hong Kong School Drama Festival 2023/24	Award for Outstanding Script
			Award for Outstanding Cooperation
			5 Award for Outstanding Performer
	3	2023-2024 UNSDGs Debating Competition	Junior -:2 nd Runner up
	3		Senior- 2 nd Runner up
9	2023-2024 Story to Stage Puppetry Competition for Primary Schools	First Prize	
Mathematics	4	RUMMIKUB Competition held by Semple Memorial Secondary School	1-Individual Silver

Nature of Activities	No. of Participants	Events / Items of activities	Awards
General Studies	8	4 th Hong Kong Inter-School Creative Paper Airplane Competition - Longest flying distance (Senior Group)	1-Gold Award:
			2-Silver Award:
			5-Bronze Award:
		4 th Hong Kong Inter-School Creative Paper Airplane Competition - Most precise landing(Senior Group)	1-Bronze Award:
			7-Participation Award:
Computer	3	Brave the Peak – Climbing Robots Design Competition	Merit Award Best styling design Award
	11	2023-24 CodeN'Sim Coding & Problem-solving Competition	Senior Group-1 st Prize
	13		Junior Group-Merit Award
Putonghua	6	75 th Hong Kong Schools Speech Festival (Putonghua) - Solo Verse Speaking	4-Merit Award
			2-Proficiency Award
Library	3	The HKCRE Individual Challenge Competition - Edu DynamiX	2-Individual Challenge - Bronze
Physical Education	18	2023-2024 Tuen Mun Inter-School Athletics Meet	1-Boys A Grade: 200 metres-8 th Place
			1-Girls A Grade 100 metres-8 th Place
	1	BOC Youth Development Programme All Primary School Fencing Competition	Tuen Mun District Boys B Grade Epee-3 rd Place
Visual Art	1	CCC Kei Yuen College Parent-Child Colouring Competition	1-Junior Group-Merit
	1	Hong Kong Ladies Dynamic Association Colouring Competition	1-Junior Group- 2 nd Runner Up
	1	Celebrating the 26th Anniversary of Our Return to the Motherland Colouring and Poster Design Competiton	1-Primary Group-Bronze
	1	2023-2024 Delia Memorial School (Broadway) "Harmony in Diversity" Colouring Competition for Primary Students	1-Junior Traditional Drawing-Silver Award
	1	ST. Teresa Secondary School Colouring Competiton	1-Junior Group-2 nd Runner Up
	1	"A Blessing To The Visually Impaired" Hong Kong Primary School Students Drawing	1-Primary 3-Merit

Nature of Activities	No. of Participants	Events / Items of activities	Awards	
		Competition		
Music	10	76 th Hong Kong Schools Music Festival (Graded Piano Solo)	Grade Four	1 st Place (Gold)
			Grade Four	1 Silver
			Grade Three	3 Silver
			Grade Five	1 Bronze
			Grade Three	2 Bronze
			Grade Two	1 Bronze
	9	76 th Hong Kong Schools Music Festival (Vocal Solo) Boys or Girls Treble Voice(Age 13 or under)	1-3 rd Place (Silver)	
			6-Silver	
	1	Joint School Music Competition (Primary School, Piano Solo)	1-Senior Group (Gold)	
	14	Joint School Music Competition (Primary School) Group Ensemble	Singing- Silver award.	
	1	Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery 5 th Primary Schools Music Contest	1-Piano Solo Silver	
	1	International Fringe Festival 2024	1-Piano Solo 2 nd Honor	
	1	Tuen Mun District Chinese and Western Instrumental Music Contest - Chinese Bowed-string Instruments 2023	1-Junior-1 st Runner Up	
1	Ching Chung Hau Po Woon Secondary School Music Contest 2024	1-Chinese Bowed-string Instruments (Solo) - Gold		
1		1-Piano Solo(Junior)-Bronze		
1	The 4 th Musco Piano Competition	1-Senior Group-Champion		
Dancing	2	The 38 th Tuen Mun District Dance Competition	2-Silver Award in Modern Dance (Solo)	
	1	The 60 th Hong Kong Schools Dance Festival	1-Highly Commended Award in Contemporary Dance (Solo)	
	13	The 5 th Guangdong - Hong Kong - Macao Greater Bay Area Youth Art Exhibition	Silver Award in Dance Section B (Group)	

Nature of Activities	No. of Participants	Events / Items of activities	Awards
Others	12	Talent Competition for Ethnic Minority Students	1st Runner up Outstanding Theme
	2	Community Youth Club(CYC)	Senior Group
			Junior Group
	2	Tuen Mun District Civic Education Committee The Award of the Politest Student	Senior Group
			Junior Group
	10	Tuen Mun Primary Interschool “Strive for Success” Award Scheme	Certificate of Appreciation
2	The 16th Arts Ambassadors-in-School Scheme	Certificate of Appreciation	

V. Achievements and Reflections on School Major Concerns:

School major concern (1) Enhancing Students' Learning Performance

Achievement

This is a summary the progress and achievements of this concern throughout the school year with reference to the goals set in our school development plan/success criteria citing the analysis results of the main evaluation data and other data sets such as the results of our stakeholder questionnaires, school performance measurement data and school-based data as evidence.

Goal: Improve students' learning performance, including subject performance, learning attitude, classroom participation, attitude towards completing homework, and learning motivation:

In response to the "Optimizing Curriculum to Meet the Future" released by the School Curriculum Review Task Force (Task Force) in September 2020 "Come forward, cultivate the whole person and inspire diversity" review report, the primary education curriculum guide recommends that priority be given to primary schools in:

First, promoting values education (including life education, national and national security education) and creating space to promote balanced development of students and strengthening of STEAM education. Therefore, this year's curriculum team planned the following courses/activities:

Activity/learning days to improve students' learning performance, including subject performance, learning attitude, enhancing higher class participation , attitude towards completing homework, and learning motivation.

1. Curriculum integration:

1.1 Arrange theme-based learning (throughout the whole school year across all levels.

Goals for theme-based learning:

- The theme-based learning allows each subject to explore the same topic within the same period of time, based on students' interests and personalities.
- Students engage in learning through observation, group discussion, implementation, sharing, knowledge construction or individual experience.
- Gradually deepen and broaden learning through various activities. The advantage of theme-based teaching is that it can take care of the diversity of students.
- Develop personal abilities appropriately. Thereby enhancing students' interest in learning.
- By effectively integrating interdisciplinary courses to enhance teaching effectiveness.

September-October: Be Law-abiding-Be a good student and citizen

November-January: Amazing festivals

February-March: Loving nature

April: Diligence

May-June: Filial piety-Be good to our carers

To develop the theme-based month, the school arranged cross-level theme-based learning activities every Wednesday in the ninth period. In conjunction with Chinese and English Days, teachers train students to be responsible for role plays, short lectures or performances on relevant themes. In addition, the school also arranges relevant talks or learning activities according to the theme.

However, adjusting the sequence of topics to align with theme-based learning may affect the teaching procedures. For the coming year, we are considering emphasizing values as the main theme or integrating it with the monthly assembly topics, hoping to facilitate better curriculum integration.

However, some colleagues suggested that the theme month was only implemented in the first year and recommended trying it for another year to evaluate its effectiveness. It is suggested that the promotion of the theme be enhanced, for example, by explaining the new theme to all students each time it changes or by creating posters to be displayed on each floor.

1.2 Connection between kindergarten and primary school: Primary 1 theme-based learning:

September to October: Happy School Lifefrom

November-December: Knowing myself

January to March: Our Amazing World

Family and Friends: April-June

1.3 Integrated Learning Week

Integrated Learning Week Goals:

1. Enhancing students' interest in learning.
2. Cultivating a deeper understanding of Chinese culture.
3. In line with the teaching concept of situational learning: strengthen students' understanding of national identity, Chinese culture and Hong Kong across all grades.
4. Through different modes of learning, design and achievement display, students can develop various common competencies and problem-solving abilities.
5. By participating in the learning process, students can enhance their self-learning abilities and their use of biliteral and trilingual skills.
6. Students' learning experience can be enriched by arranging different visits or experiential

activities to enhance their learning abilities.

Integrated Learning Week Features:

1. Take the General Studies subject as the leading role and coordinate with the characteristics of each subject to design diverse activities and appropriately integrate them into STEAM education.
2. Arrange flexible class times.
3. Learning activities include data collection, experiments, teaching activities, visits, exhibition boards, achievement 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 guides and try to involve students in planning and preparation activities.

Topic of Integrated Learning Week:

- P.1 Amazing Chinese Festivals
- P.2 Chinese Ancient Inventions
- P.3 Chinese Food Culture
- P.4 Chinese Clothing
- P.5 Ancient Chinese Architecture
- P.6 Chinese Traditional Arts

Through discussions at meetings and teacher questionnaires to collect opinions, teachers believe that the topic is appropriate and can help students understand Chinese culture. In addition, teachers also agree that the allocation of class time is appropriate. In addition, students also like to visit activities and are interested in hand-crafted activities.

1.4 STEAM Days

Objectives of STEAM Days:

1. The "Desert Island Survival" theme will be used on all STEAM education courses at all levels.
2. Students' problem-solving abilities should be enhanced.
3. Students' independent learning abilities should be cultivated.

STEAM Days Features:

1. They should be student-centered with students designing their own products based on the theme.
2. After completing their products, students need to conduct testing, make improvements, and optimize them.

STEAM Days theme:

P.1 Clothespin Basketball Launcher

P.2 Microphone

P.3 Thermos flask

P.4 Water filter

P.5 Periscope

P.6 Rocket Launcher

1.5 Inter-class Q&A Competition (P.3- P.6)

Inter-class Q&A competition objectives:

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

Features of inter-class Q&A competition:

1. Students are divided into groups to answer questions using tablets, and every student participates.
2. During the answering process, students discuss and divide work with group members, thus enhancing students' collaboration skills.

1.6 Subject-based project learning(P.3-P.6):

Through subject-based learning, students engage in in-depth study of specific topics, developing their study skills and thinking abilities in the process.

Chinese : P.3	Fables (in conjunction with mainstream Chinese courses) In mainstream classes, students listen after reading and then create a fable booklet. After learning the content, they continue writing the story and perform it. The students' creations are better than last year.
Visual Art : P.3	Origami (collaborated with the library group)
Physical Education : P.4	Ball games (collaborated with the library group)
Music : P.4 及 P.5	Homemade musical instruments (collaborated with the library group): Students carefully make various instruments using environmentally friendly materials.

General Studies : P.4	Information literacy: Through unit worksheets, classroom activities and video viewing, students can have a deeper understanding of what information literacy is, thereby cultivating a positive attitude towards it.
English : P.5	Healthy Eating: Cooperating with NET to infer food ingredients through reading, then collect information, create slogans and then make a brochure. Students completed the work enthusiastically, with good results and some of their work was displayed in the classroom. It is recommended that this study theme be continued next year.
Mathematics : P.6	Weather prediction, students use line charts to make a product related to weather prediction. Students are interested.

1.7 Promote national education and values education:

1. This year, national education and values education will be integrated into various subjects, including Chinese, English, Mathematics and General Studies and the related values education activities in each class are recorded in the values education checklist.

2. National education will be integrated into the curriculum of various subjects. In addition to regular school-wide activities, teachers will also inculcate the teaching of national education elements on appropriate topics.

3. Flag-raising ceremony and national security education sharing session on Mondays
-Speeches on important days in the event planning calendar will be delivered by members of the National Security and Education Team
- Speeches on important days of the non-activity planning calendar will be delivered by the math teacher.

4. Activities for the next semester:

- Visiting the sister school in China (April)
- May/June: Values Education Storytelling Contest
- Educational TV to be broadcast in July allowing students to have a better understanding of national identity, national security and Chinese culture through the selection of appropriate videos. Students are engaged in watching the videos.

1.8 Multicultural Learning Day

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 knowing Pakistan, knowing China, knowing Nepal, knowing India, knowing the Philippines and Seasonal Party, Mid-Autumn Festival Learning Day and Chinese Culture Learning Day.

Chinese Culture Learning Day: Each subject has compiled relevant inter-disciplinary content to match the theme of the Lunar New Year. Different activities have been arranged on the day, such as setting up different stalls and games, tasting traditional Chinese snacks, watching lion dance performances, and trying on Chinese costumes. Room 607 has been set up for further experience of Chinese Culture which allows students to try out movable type printing, guess riddles, and experience and perform lion dances. In terms of classroom activities, students were arranged to clean and decorate the classroom in the morning. This activity not only allows students to understand and experience traditional Chinese culture, but also deepens their awareness of the value of "hard work". In addition, students learn the meaning of 'red paper' and practice writing it. In addition, students not only engage in activities, but also actively participate in different experiential activities.

1.9 Continue to optimize school-based language policies

This year, a display board was set up at the entrance to enhance publicity. In addition, there are two language ambassadors in each class. When the language ambassadors hear students who communicate in Chinese and English, they will give them sticker rewards, which will then be followed by a 'smart chop' from the subject teacher. Next semester, Language Ambassadors will be scheduled to be on duty in the covered playground, providing word cards or questions to ask fellow students and give rewards. Regular meetings will also be arranged to understand their implementation and remind them of their duties. During the second recess on Mondays in the next semester, math and language booths will be set up in the covered playground. Each time, about 10 or more students line up to participate in the activities, including a significant number of non-Chinese speaking students. Students must answer math questions or read Chinese characters, while Chinese students need to use English words to form sentences. It is recommended to continue setting up these booths next year, with math and language teachers taking turns on duty.

1.10 Summer Holiday Mission

Summer holiday mission goals:

- No longer limited to drill-type worksheets, students can organically combine knowledge from various subjects through learning tasks, thereby enhancing students' different common competencies.

Features of summer holiday mission:

1. Some content includes parent participation, such as requiring students to express their love for their parents through actions, or requiring parents to appreciate their children.
2. The teacher gives qualitative feedback, encourages students to share in class, and appreciates and encourages students.

1.11 Parents' education :

Three parent workshops were arranged this school year, with the theme of the importance of

brain-based learning in education. However, since the speakers can only use one language to conduct the workshops, the number of parents attending is not large. It is recommended to separate the Chinese and English sessions next year to take care of Chinese-speaking and non-Chinese-speaking parents.

1.12 Continue to promote reading

1. The library is fully open

- The second recess: open to classes that go to the playground for a break
- Lunch and the 9th lesson: According to the prepared timetable, one class at a time will visit the library and borrow books.
- Open after school: (P.3-6) 3:35-4:15

2. Morning reading arrangements

-Restarting the "Bringing Books by themselves" scheme, teachers encourage students to share readings, and students are willing to record them in the form of short videos and upload them to the class sharing platform.

3. Self-directed reading plan (Leveled Reading)

A. Chinese

Mainstream Chinese class P.2-P6 · NCS class P.3-P.5 ◦

B. English

The English subject books have been newly installed, and the levelled reading scheme will be implemented again in the next school year. The teachers will assess students' reading level and the result will be posted in the student library record book or handbook, and students will be encouraged to go to the library on their own during recess according to their own reading ability. Borrow appropriate books. It is recommended that the teaching/library teachers take students to the library once in the first term and once in the second term in the coming year to introduce and guide students to borrow books according to their level.

4. Read and share:

- "Teacher Sharing" for the new school year has been completed and uploaded to EC Library
- The promotion of "student sharing" and "parent-child sharing" has been strengthened.

Although parent notices have been issued and promoted in parent workshops, very few responses have been received. Consider canceling this activity next school year.

- In addition to Padlet, an additional channel (Whatsapp) has been provided for students to upload and share the books they like to read. Therefore, the number of submissions has slightly increased.

5. Storytelling Parents Scheme

- This school year, the program of "Storytelling Parents" has been arranged to share stories with students in extracurricular activity lessons, and students responded well.

6. Parent-child reading workshop:

- "Andersen's Fairy Tale Dream Workshop" has been arranged to hold a parent-child reading workshop at the school. This time the activity was changed to include parent-child participation,

and story puppet making was added. There were 21 families participating, which was a significant improvement compared to the previous school year. Consider continuing the parent-child participation method in the next school year.

7 Book Activity Day activities are as follows:

- Stall games
- Coloring competition, story adaptation and book report writing competition
- Old book recycling program
- Story theater and information literacy lectures
- Competition of characters in the book

8. Characters in the book (story show):

- Students role-played based on different stories. Students liked this activity and showed positive performance.

9. External competitions in cooperation with different subjects:

- Chinese Classic Story Speech Contest (Putonghua)
- Chinese Reading Competition (Chinese Subject)
- Hong Kong Battle of the Books (English)

1.13 Information literacy education

There is already a school-based information literacy curriculum that will incorporate information literacy-related elements into each subject. All subjects are requested to continue to incorporate information literacy into daily teaching and update it every year.

1.14 Cross-boundary Study Tour :

A five-day and four-night overseas study tour trip to Okinawa, Japan was held on 22/1/24-26/1/24. A total of 23 P4-P6 students participated. Through the exchange activities, the students learned about Japanese culture, and the most unique thing was that they were able to visit to a local primary school for exchange program. Students from our school prepared two song performances related to Chinese culture to promote Chinese culture. Local students also performed Okinawan cultural dances. After that, students from our school had lunch and talked with Japanese students. They also cleaned the school together and experienced the culture of the local primary school. Afterwards, all the students participated in sports and games together and had a meaningful and enjoyable day. The students had a profound experience.

Achievement

Teacher's professional Development

The co-planning sessions, lesson observation and optimization units for the whole academic year have been completed. Most colleagues carefully designed different classroom activities and processes. The lesson structure is complete, and teachers also understood students' abilities. They arranged appropriate scaffolding and provided clear classroom demonstrations to help students

learn step by step. They also employed appropriate questions to guide teachers thinking about students of different abilities. We will continue to optimize the lesson observation policy, setting the lesson observation focus of “taking care of the diversity of students”, and arrange meetings for teachers to share lessons’ highlights during the subject meeting.

The Optimized Unit sharing meeting was held on October 6, in which teachers were shared the design of the previous year’s optimized unit(2022-2023).

On May 23 of the 2nd term optimized units of each subject in the first term of this year were shared.

This year, Dr. Wong from the School-based Curriculum Development Section of the Education Bureau and an outside professional curriculum development personnel were invited to co-plan with the teachers of Primary 6 Non-Chinese Language school-based Chinese curriculum and the Primary 4 mainstream Chinese curriculum respectively, with the aim of integrating new teaching trends (such as values education) and improving writing skills respectively. After interviews with relevant teachers, curriculum on writing in different genres, such as mixed writing of narrative descriptions. The content is richer, however, requires more time for guidance. Primary 4 teachers in the coming year can use the planned curriculum. Colleagues have also accumulated some experience and can try to optimize non-Chinese Chinese language curriculum on their own.

Improving students’ learning performance through lesson observation and students’ work review

Lesson observation:

The Headmistress observed a total of 38 classes throughout the school year, participated in after-lesson evaluation through giving feedback each time and invited colleagues to share the lesson design highlights at the meetings. Teachers carefully designed their lessons and arranged different questions to guide students with different abilities to think. Some teachers' classroom demonstrations were very clear helping improve students' learning performance. The Headmistress also shared the highlights of the lesson observation at the school meetings.

The Curriculum Development officer observed a total of 37 lessons throughout the school year. Colleagues carefully designed different lessons’ activities, including group discussions and reports. Some teachers’ demonstrations were also very clear helping students learn. In addition, asking questions at different levels can effectively stimulate students' thinking. Some teachers also use brain-based classroom strategies to improve students' concentration and interest in class. The lesson structure is complete, and the teacher also understands the students' abilities, so he/she can arrange appropriate scaffolding and different levels of classwork, so that students can learn step by step. Most mathematics classes also arrange different "hands-on" activities to enhance students' learning motivation and help consolidate the knowledge they have learned.

Review of students' work

Chinese

Mainstream Chinese composition was well-designed with clear scaffolding. Teacher provided sample essays, writing guidelines, and segmented outlines for different assessment items. The design of task sheets for the lower forms starts with reviewing four basic components of sentences, and then guiding students to complete a complete paragraph from the sentences. The teacher gives appropriate tips and examples to help students gradually write a small paragraph from different sentences through the content designed by the teacher. Teachers are also thoughtful in their corrections and give students a lot of valuable qualitative feedback.

Non-Chinese speaking Chinese writing task design: The writing topics are based on sports games and Chinese New Year Learning Day. The topics are contextualized and match students' real school life. It is of great help to students' writing. Students can not only connect learning with school life experiences, but also feel more confident and motivated to complete their writing tasks.

Notebook: Most students can extract and make good use of their own notes. In addition to the notes extracted by the students themselves, the teacher also provides many useful reference materials so that students can use their notes at any time to help them review or complete their homework.

General Studies:

Worksheets: Most teachers also provide qualitative feedback, which can help students understand their mistakes and make self-reflections and corrections.

Mathematics:

Unit Booklet: The booklet is well designed and contains different elements in one booklet. Moreover, the booklet also organically incorporates values education. Most teachers mark carefully and give a lot of qualitative feedback, which can help students understand their mistakes and calculate the correct answers. In addition, e-learning elements and Chinese cultural elements have also been added to the study books, such as the characters "囍" and "田" to teach the concept of symmetry.

English:

Unit Worksheets (P1-P4): Well designed, with clear scaffolding. The teacher provides sample essays and writing guidelines to guide students in writing using a guided writing model.

Writing Booklet (P.5-P.6): There is a clear scaffolding design. The teacher provides constructive and qualitative feedback. The feedback is detailed and in place and can clearly point out the areas where students need to improve.

Reading Strategies Workbook: well-designed and appropriately selected chapters enable students to use focused reading strategies to answer questions.

This year, the progressive assessment of each subject has also included students' self-reflection or parents' comments. We continue to optimize and add diversified assessments to take care of the diversity of students.

Reflection, evaluation and follow-up

Based on the evaluation results factors of success are analyzed along with obstacles in planning, implementation and the evaluation process and experiences and reflections summarized.

Professional Teacher's Development:

Last school year, the school arranged a teacher workshop on brain-based education. Through the workshop, teachers understood the relationship between childrens' brain development and learning, thereby better understanding the diversity of students.

The speaker also taught different teaching strategies related to brain science to help teachers improve the effectiveness of learning and teaching. According to the data from the stakeholder (teacher questionnaire): Teacher professional development activities organized by the school are very helpful to my work. The data of strongly agree and agree dropped slightly by about 7%, which is

like the data for the previous year. Therefore, it is recommended to continue to do more workshops to help teachers professionally this coming year.

Collect teachers' opinions through different channels to arrange appropriate workshops for teachers' professional development should also be emphasized.

According to the stakeholder questionnaire, the survey on students' perceptions of teachers' teaching: "Inside and outside the classroom, the teacher's questions

inspire me to think." The percentage: strongly agree or agree is only 52.2, which is a 7% decrease from the previous year's data, while the percentage of disagree is only 52.2. while the percentage who strongly disagree was 16.4, an increase of 5% from the previous year. Therefore, schools need to arrange appropriate workshops to enhance teachers' questioning skills and continue to arrange for teachers to participate in workshops organized by the Education Bureau or other organizations to enhance teachers' relevant knowledge.

Improving students' learning performance through class observation and homework review

Lesson observation:

Most teachers carefully design their lessons and arrange questions to guide students to think; even so, the type of questions in most classes are still staying at the factual level, and many times tend to be only true or false questions or retelling answers. There is not much difference

in the design of the questions. The level of questions should also be increased, and open-ended questions should also be increased; some teachers are less likely to "follow up" on students' answers. If a student answers incorrectly, some teachers prefer to invite another student to answer. It is suggested that teachers try to give students hints or rephrase the question to guide them in correcting their own answers. This helps to consolidate what students have learned while also strengthening the care for student diversity.

It is recommended that teachers adjust class content and rhythm according to students' learning situation. If students fail to master certain learning contents, they should adjust teaching pace immediately and should not forcefully complete all set teaching objectives to better take care of the diversity of students. Thus, enhance students' learning motivation and self-confidence.

Review of students' work:

Each subject has designed various levels of task sheets to cater for the needs of different students. The unit worksheets or composition worksheets for the Chinese subject have also been designed at three different levels, while the unit booklets and writing booklets for the English subject have also been designed at three different levels to take care of the diversity of students. The mathematics teachers have also designed two different levels of worksheets to cater for learning diversity. In addition, the SRC classes teachers have also designed worksheets for students to consolidate their basic knowledge. The mathematics teachers will also work towards designing worksheets at three different levels to more comprehensively take care of the diversity of students.

In terms of excerpting notes, it is recommended that senior form students be encouraged to learn to excerpt notes by themselves.

There is room for improvement in the correction work of a small number of teachers, and they should correct students' homework more carefully. For example, English subject teachers should pay more attention to students' English grammar and spelling problems, and pay more attention to errors in capitalization. If correction of daily homework is rigorous, the chance of students making the same mistakes in exams should be reduced. In addition, if students wrote the keywords incorrectly in the General Studies worksheets, teachers should ask them to do corrections. Furthermore, teachers should make good use of the concept of learning hours to encourage students to read and learn independently and promote students' continuous learning inside and outside the classroom.

The formative assessment of each subject also includes sections for students' self-reflection or parents' comments. It is expected that the number of students' self-evaluations and parents' comments can be increased to enhance students' self-reflection and independent learning abilities.

According to the student questionnaire of the stakeholder questionnaire, "Teachers often give me opinions based on my learning performance and let me know how to improve a question." The percentage of strongly agree or agree was only 65.9%, which was about 5% lower than the previous year's data. The percentage of disagreeing or strongly disagreeing was 11.2%, an increase of about 3% from the previous year. Therefore, it is expected that teachers can continue to give more qualitative feedback in terms of homework and assessment, thereby improving students' self-reflection and independent learning. ability, this will help improve students' learning effectiveness.

School major concern (2) Love Ourselves and Others

Achievements

This is a summary of the progress and achievements of the Major Concern with reference to the set targets in our School Development Plan and the success criteria of our Annual School Plan. This includes an analysis of the key evaluation information and data with reference to stakeholder survey findings, key Performance measures data and school data.

Goal 1: Students Feel Loved and Valued at School and Home

The following are examples of activities planned for this school year to achieve the above goal:
Sweet Arrival

In November, the school organized the "Sweet Arrival" event to share healthy sweet snacks with students, parents, and staff. This activity aims to ensure that all students, regardless of their usual performance, feel the school's love and sweetness. The event included distributing healthy snacks that not only enhance students' health awareness but also convey the school's care and support in a sweet manner.

Additionally, the event featured warm little cards with methods for students to seek help when needed, deepening their sense of belonging and emotional connection to the school.

Appreciation Action

The "Appreciation Action" is a class-wide activity designed to enhance interaction and understanding between teachers and students, as well as among classmates. Specific activities include outings and creative tasks.

Outings: Class teachers accompany students on tasks often collaborated with local organizations. For instance, the school organized visits to a STEM facility, encouraging students to create various products such as simple mechanical devices or technology crafts. These field activities not only enrich students' learning experiences but also promote social interaction in non-classroom settings.

Creative Activities: Students work with their teachers to create memory frames, goal water bottles, handprint art, and other projects. These creative activities deepen the understanding and recognition between teachers and students, enhancing friendships and teacher-student relationships. For example, students once created a large handprint painting, with each handprint representing a unique contribution from a classmate, beautifying the classroom and symbolizing teamwork.

Birthday Celebrations

Every student's birthday is valued and celebrated. The school organizes two main activities: celebrations on the birthday itself and birthday parties.

Birthday Celebrations on the Day: On a student's birthday, social workers distribute gifts in the classroom and sing birthday songs with the whole class, creating an atmosphere of care. These

gifts are usually carefully selected small tokens, such as notebooks, stationery, or small toys, making students feel valued by the school.

Birthday Parties: Held twice a semester, birthday parties bring together all students celebrating their birthdays during that period. Students participate in various games, such as team competitions and group challenges, and share food and photos. This not only strengthens their relationships but also allows students to feel the care and concern from the school and their peers.

Parent-Child Activities

We have arranged a diverse range of parent-child activities, from excursions to volunteer activities, allowing parents, students, and teachers to share joyful moments together. Parent-child trips include visits to museums and nature parks, while volunteer activities such as community clean-ups and visits to nursing homes allow families to participate in social service together. Parent-child music groups and light observation activities foster understanding in a relaxed atmosphere. We also include sharing time in these activities, providing a platform for parents, students, and teachers to share their thoughts, enhancing understanding and trust.

Achievements

The school emphasizes a student-centered educational approach, conducting student interviews at the end of each semester to understand their views on the school's caring guidance. Interview results show that most students recall these activities and feel the love and support from the school. This reflects that when students feel they have opportunities to participate, be heard, and understood, they perceive the supportive environment of the school more strongly.

Parent stakeholder surveys also reflect the effectiveness of these measures. 77.1% and 81.2% of parents indicated that the school helps their children address growth-related issues, such as physical and mental development, friendships, and academics. This demonstrates parents' recognition of the school's work in meeting students' psychological needs for love, belonging, and enjoyment.

The school evaluates students' satisfaction with school life and interpersonal relationships through the APASO survey, revealing that about 75% of students are satisfied with school life and their relationships with teachers. Approximately 55% to 75% of students reported not feeling worried or scared, while about 70% believe making friends at school is easy. These data indicate that the school's guidance activities have effectively enhanced students' satisfaction with school life and promoted positive interpersonal relationships.

In addition to surveys, the school conducts activity reviews after each "Appreciation Action." Most students express that they enjoyed these activities and liked participating in them.

Goal 2: Students Appreciate and Respect Themselves

The following are examples of activities planned for this school year to achieve the above goal:

Support Groups

The school has arranged support groups for students with different emotional needs and those needing to learn emotional management, including a girls' group and a support group for younger students. These groups cater to various emotional needs and management skills, providing a safe and comfortable environment for students to explore and express their emotions freely. Activities include harmonious pastels, leather design, and games. While creating and playing, students share their emotional states in a comfortable setting. Social workers summarize and provide teaching on expressing and managing emotions. The school believes that through these support groups, students can build a positive emotional perspective, enhance their emotional health, and feel happier and more fulfilled in their school life.

Understanding Adolescent Project (UAP)

The "UAP" program for primary students aims to enhance their resilience. The three main elements of resilience are efficacy, belonging, and optimism. Efficacy includes interpersonal skills, problem-solving abilities, emotional management, and goal setting; belonging is rooted in caring and supportive relationships, with expectations for those relationships and active participation; optimism refers to believing that the future is bright and hopeful. By strengthening students' understanding and learning of these three concepts, they are better equipped to face future challenges. The school identifies students from grades four to six in need of support to participate in the UAP program, providing them with assistance. In addition to social workers from the program, the school arranges the class teachers who know these students best to assist in implementing the program, offering more support and encouragement.

Mental Health Resource Corner

During last year's review, the school identified a lack of tools to assist students in managing their emotional needs. This year, a mental health resource corner was established, housing various books on emotional management, from basic emotional recognition to advanced regulation techniques. Students can find suitable books here to learn how to better understand and manage their emotions. Additionally, the school provides stress management tools, including stress balls, hourglasses, and relaxing music, helping students find suitable ways to relieve stress when facing pressure.

The school has also placed posters on stress relief methods that visually present simple and easy techniques, such as deep breathing, which students can refer to anytime. The school also offers videos on mindfulness exercises, teaching students how to enhance self-awareness through mindfulness to better manage their emotions.

The mental health resource corner is established for all students. Whether facing academic pressures, interpersonal relationship issues, or other life challenges, students in need can come here for resources and support. It is hoped that this resource corner will serve as a safe-haven for

students in their school life, letting them know that when they need help, the school is their fortress. The school encourages all students not to fear seeking help and to actively utilize these resources to take care of their emotional health. The school believes that every student deserves the best support to reach their fullest potential.

Achievements

According to the APASO survey, over 60% of students agree that they feel a sense of belonging to the school and have close relationships with it, with more than 60% disagreeing that they feel lonely at school. These data indicate that the school's efforts have been effective to some extent. However, the school must continue to work hard to meet all students' emotional needs.

From student and parent interview results, most respondents believe that the school has made significant progress in promoting students' feelings of care and love, fostering self-appreciation and respect, and encouraging harmonious relationships with others.

In parent interviews, parents expressed gratitude for the school's efforts in moral education and the overall development of students, believing these activities significantly contribute to their children's growth and character development. They also shared examples of how the school cares for students' campus life, encouraging respect and kindness towards others, and how award ceremonies teach students to appreciate themselves and others, enabling them to share learned interpersonal skills with siblings at home.

Goal 3: Establish a Harmonious and Orderly Campus Life, Filled with a Caring Culture

The following are examples of activities planned for this school year to achieve the above goal:

Class Management

In class management activities, the school sets different activities based on the theme of concerns. Various competitions (such as inter-class order competitions, quiz contests), birthday parties, dress-up days, and festive learning days are organized to give students the opportunity to participate in group activities, fostering mutual understanding and connection. Although some planned activities were forced to be canceled, the school actively maintained some related activities in different formats to continue building students' sense of belonging to their class and positive values. These changes include modifying the award presentation format (such as "Star of the Month," "Attendance Awards," and other awards) to be presented by class teachers in the classroom, affirming students' positive behaviors. Additionally, in other class management activities, class teachers provide explanations, reviews, and reflections during the events to create a positive atmosphere in the school and strengthen students' cohesion and sense of belonging.

Weekly Meetings, Growth Lessons, and Moral Education Classes

In regular weekly meetings, the school sets different themes based on students' needs. Students

are required to participate in submissions before the meeting, sharing their works and expressing their views through speeches and dramas during the meeting. This not only enhances students' expression skills but also increases their sense of participation in school activities.

In growth lessons and moral education classes, the school sets themes based on students' needs, covering various values, career planning, and sex education. The school regularly collects teachers' opinions and adds topics based on students' needs. For instance, if students face issues with online interactions after a holiday, the school promptly introduces special growth lessons, inviting police school liaison officers to conduct anti-bullying education to assist students in correctly facing and handling issues.

Parent Education

We have held multiple parent lectures on various themes, including how to address adolescent emotional issues, learning skills, and family communication, allowing parents to come to school and learn how to better support their children's growth. The school organizes inclusive activities for parents, such as cultural exchange days, allowing parents of different nationalities to get to know each other and understand each other's cultures, promoting harmonious relationships among parents. During parent days, various educational booths are set up, providing information and resources about child education, as well as health check booths, allowing parents to feel the school's care for them.

During Filial Piety Month, even if parents cannot participate in school activities, students can still bring connections to their parents. For example, we arranged for students to handcraft gifts for Father's Day and Mother's Day, such as handmade cards and small crafts, teaching students how to express their feelings and gratitude to their caregivers. These activities not only instill a sense of gratitude in students but also strengthen emotional connections among family members and foster a culture of care within the campus.

Anti-Bullying Activities

To prevent bullying on campus, the school has organized a series of activities to raise students' awareness and prevention skills.

Lectures hosted by police school liaison officers aim to increase students' understanding of bullying behavior and prevention awareness. These lectures usually include sharing real cases and introducing prevention strategies to help students understand the serious consequences of bullying and how to respond. Additionally, the school has designed specific classroom content to teach students how to prevent bullying in both online and real-life situations. These classes include role-playing and situational simulations, allowing students to learn the correct methods to cope with bullying through practical exercises, such as how to seek help and protect themselves. In weekly meetings, the school incorporates the "Appreciation Theme," encouraging students to

appreciate and respect each other, creating a positive campus atmosphere. By sharing each other's strengths and words of gratitude, students learn to express their respect and recognition for others, thereby reducing potential bullying behavior.

These activities, through multi-faceted and multi-level prevention measures, enable students to grow in a safer and friendlier environment.

Achievements

Data from parent surveys show that over 80% of parents agree that the school excels in helping their children solve growth problems, develop self-discipline and good character, and learn to get along with others.

Student survey data shows that about 60% of students recognize that the school helps them cultivate good character both inside and outside the classroom and develop interests and life skills through school-arranged learning opportunities.

These data indicate that the school actively promotes a harmonious and orderly campus life filled with a caring culture.

Results from student and parent interviews indicate that the school has achieved certain successes in encouraging students. Most students report that the school provides them with ample encouragement and can cite specific examples, such as teachers telling them they can try again and frequently praising their classmates. This encouragement helps them build good relationships with peers and makes them more willing to strive. Parents also generally believe that the school's positive encouragement has a beneficial impact on their children's learning and growth, enhancing motivation, learning efficiency, and self-confidence.

Reflections

Based on the evaluation findings, the following represent the facilitating and hindering factors, and a consolidation the experiences and reflections derived from the process of planning, implementation and evaluation.

Attention to Students' Mental Health

While most students feel the school's care, APASO survey results indicate that some still exhibit negative emotions, anxiety, and depressive states. Data from the student survey reveal that 25.6% of students sometimes or often feel scared, 42.9% feel worried, and 46.7% feel sad. Additionally, 39% of students experience unhappiness and irritability weekly, while 42.2% feel tense. These figures suggest that students' emotional health requires more attention. Despite the school implementing various measures to address students' needs through activities, significant results have not been observed. The school could benefit from establishing a more comprehensive mental health-friendly environment and designing a work plan to better meet students' mental health needs.

Challenges in a Multicultural Context

Only 36.6% of students believe their peers can maintain self-discipline, indicating a need for improvement in this area. The school has discussed this data in meetings, noting that one of its characteristics is its multicultural makeup. The student population consists of individuals from various ethnic backgrounds, but families from different cultural backgrounds may have differing expectations regarding harmony, order, and self-discipline. These value differences make it challenging for the school to encourage all students and their families to respond similarly to various daily situations.

Balancing Teaching Work and Student Care

Data regarding the school's growth support and atmosphere have decreased by at least 10% compared to last year, necessitating a deeper analysis of the reasons behind this decline. Key areas to explore include whether students have sufficient time for rest and relaxation, whether they feel the care of their teachers, and the quality of student-teacher and peer relationships. Considering students' actual circumstances is essential, as they face various challenges, including daily academic pressures, peer relationships, exams, and expectations from teachers and parents. Teaching responsibilities indeed occupy most of teachers' working hours, and some students struggle academically due to a lack of family support, naturally leading the school to focus on academic performance. However, in addressing students with diverse needs, the school should not only increase learning time but also consider how to integrate students' learning hours to make their education more effective and create more space for students.

Formalized Care Activities vs. Caring Culture

According to the stakeholder survey results, only 60.4% of students agree that they receive support and encouragement from teachers, indicating that a significant number of students do not fully feel this support. While 56.8% agree that the school is a caring place, this still means many students do not experience this sense of care. Although the school has various activities to support students, the comparison between formalized care and consistent care reveals that students may need ongoing support more than structured activities. For students, the school's continuous care efforts are as vital as the activities themselves.

Feedback and Follow-up

With reference to the above "Achievements" and "Reflection" of the Major Concerns here are our suggestions.

In the future, the school's ethos and student support efforts will focus on the following educational objectives: healthy lifestyles, correct values and attitudes, and national identity recognition.

Follow-Up Recommendations:

Teacher Professional Development

Immediate Follow-Up: the immediacy of teacher responses to student situations will be enhanced by providing additional training to improve teachers' sensitivity and handling skills. This will ensure that students receive prompt attention and support when they encounter problems, helping them feel valued and cared for.

Preventive Awareness: will be increased to reduce student misconduct, thereby strengthening relationships and trust between teachers and students.

Attention to Mental Health: enhanced support will come through strengthening the focus on students' mental health by providing more counseling resources and support, such as mental health workshops and individual counseling when needed. Ensure that students can access timely psychological support.

Rest and Relaxation: sufficient time will be guaranteed for students to rest and relax on campus to reduce academic pressure and anxiety, thereby improving overall learning outcomes and well-being.

Family and School Collaboration

Ongoing Communication: by continuously improving communication and collaboration with parents through regular parent meetings and workshops and helping them understand the school's supportive measures they will engage with their children's growth and development.

Value Consistency: encourage parents to implement consistent values at home that align with the school's teachings, such as self-appreciation, growth mindset, and respect for others, creating a synergistic approach to education.

Parent Education Initiatives: utilize newly allocated funding for parental mental health education to conduct more workshops and seminars, helping parents learn effective behavior management and emotional support techniques. These sessions could be led by professional social workers or speakers to ensure parents acquire practical skills.

Supportive Home Environment: encourage parents to create a caring and supportive atmosphere at home while maintaining close collaboration with the school to collectively promote students' mental health and emotional development.

Continuous Improvement

Regular Review: the counseling team should regularly review and analyze the needs of students and parents to optimize support measures, ensuring the school continuously adapts to actual conditions and incorporates various resources to meet student needs.

Communication of Student Status: it is recommended that the school regularly updates teachers during meetings about students' current situations and areas to monitor, enabling all staff to respond appropriately to students' immediate needs.

Key Issues of the New School Development Plan 2024-2025

School Major Concern 1: Caring

School Major Concern 2: Cultivating students' willingness to learn