

**Islamic Primary**

**School**

**School Report**

**2017-2018**



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# **I. Our School**

## **1. School Vision**

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

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

## **2. School Mission**

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

### 3. School Management

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

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

Supervisor : Ha Hay Cheong

Managers : Yeung Yee Woo, Ebrahim (Sponsoring Body Manager)

Sat Sing Hin, Saadullah (Sponsoring Body Manager)

Ma Siu Wen (Sponsoring Body Manager)

Ha Kay Wai, Harry (Sponsoring Body Manager)

Ma Wai Sze (Sponsoring Body Manager)

Cheung Tai Yan (Sponsoring Body Manager)

Tuet Kin Hang (Independent Manager)

Ng Sui Lan (Principal)

Hon Yuet Kit (Parent Manager)

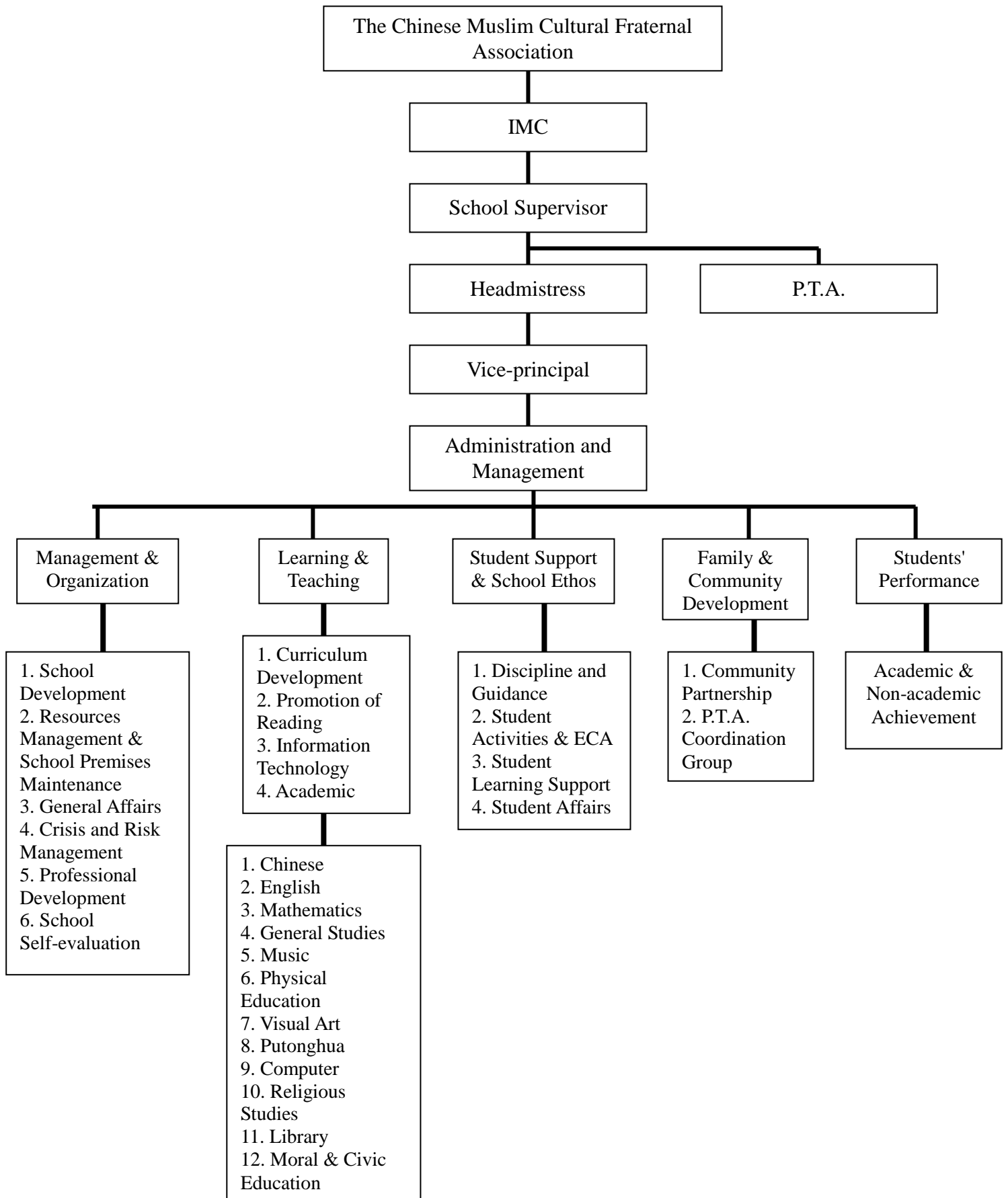
Ko Tak Yin (Teacher Manager)

Mok Hon Wai (Alternate Teacher Manager)

#### **2017-2018 Structure of Incorporated Management Committee (IMC)**

| Members<br>School Year | Sponsoring<br>Body Manager | Principal | Parent<br>Manager | Teacher<br>Manager | Alumni<br>Manager | Independent<br>Manager |
|------------------------|----------------------------|-----------|-------------------|--------------------|-------------------|------------------------|
| 15-16                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |
| 16-17                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |
| 17-18                  | 7                          | 1         | 1                 | 1                  | 0                 | 1                      |

# 4. School Organization



## 5. Staff Establishment

Teachers in school year 2017/18

| Principal | Vice-principal | *Master/<br>Mistress | CD | #CM | Librarian | NET | Total |
|-----------|----------------|----------------------|----|-----|-----------|-----|-------|
| 1         | 1              | 16                   | 1  | 17  | 1         | 1   | 37    |

\* Include AM, PSM and APSM

# Include 2 contract teachers

## 6. Staff List

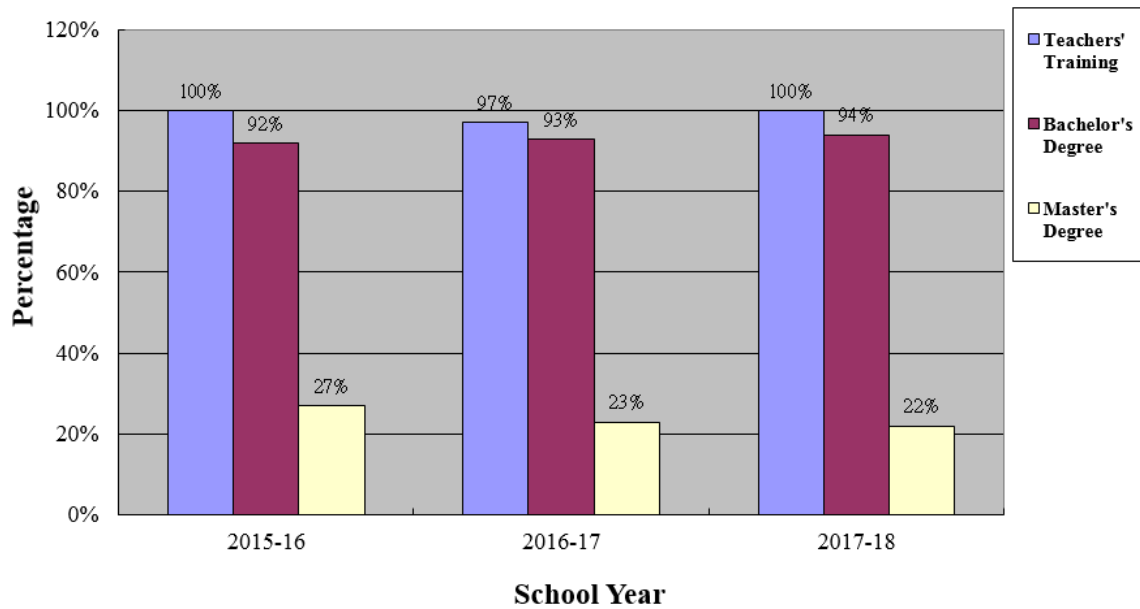
|                            |   |
|----------------------------|---|
| Principal :                | Ms. Ng Sui Lan  |
| Vice-Principal :           | Ms. Kwok Wing Ha  |
| Administration Committee : | Ms. Ko Tak Yin, Mr. Lee Wai Keung, Mr. Tong Chin Hung,<br>Mr. Mok Hon Wai   |
| Curriculum Development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

Class teacher:

|    |                    |    |                    |    |                    |    |                 |
|----|--------------------|----|--------------------|----|--------------------|----|-----------------|
| 6A | Mr. Lam Wai King   | 6B | Ms. Yuen Wai Man   |    |                    |    |                 |
| 5A | Ms. Tam Wai Yan    | 5B | Mr. Cheng Siu Wing |    |                    |    |                 |
| 4A | Mr. Yip Chi Ho     | 4B | Ms. Chan Wai Sim   | 4C | Ms. Yuen Wing Ting |    |                 |
| 3A | Mr. Lau Wai Lung   | 3B | Ms. Lai Kit Chi    | 3C | Ms. Lo Kit Ying    |    |                 |
| 2A | Ms. Lin Cheuk Ying | 2B | Ms. Cheung Man Yin | 2C | Ms. Ng Kwok Chu    |    |                 |
| 1A | Ms. Wong Wai Kan   | 1B | Ms. Chung Sin Wa   | 1C | Ms. Ko Ying Fung   | 1D | Ms. Chan Ka Yee |

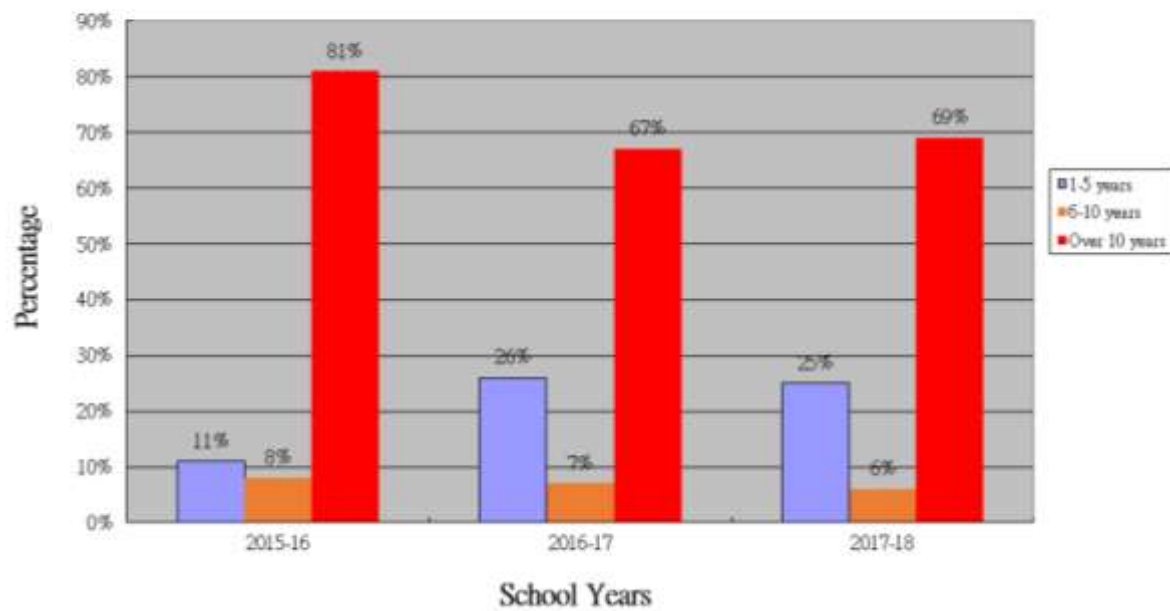
## 7. Teachers' Qualifications

### Teachers' Academic Qualification



## 8. Teachers' Experience

### Experience of Teaching





## 9. Teachers' Professional Development

| Date       | Events  |
|------------|---|
| 28/08/2017 | Prevention and Proper Handling of School Complaints Workshop                              |
| 8/09/2017  | Primary School Mathematics Application Question Teaching Skills                           |
| 29/09/2017 | Effective Reading Strategies(Chinese)   |
| 6/10/17    | Teacher Professional Development Day 1 Training: UAP Programme                            |
| 27/10/2017 | Effective Reading Strategies(English)   |
| 27/11/2017 | Teacher Professional Development Day(Tuen Mun)  |
| 27/11/2017 | Assessment Adjustment Workshop  |
| 1/12/2017  | Mathematics BCA & TSA Data Analysis   |
| 7/12/2017  | Chinese & English BCA & TSA Data Analysis   |
| 05/01/2018 | Head Start e-learning Workshop(English)   |
| 11/01/2018 | Self-Directed Learning Workshop   |
| 17/01/2018 | Story Interpretation Psychology Workshop  |
| 26/01/2018 | How to Cope with Difficult Parents and Complaints Workshop                                |
| 20/06/2018 | Classroom Management for Handling Students with Emotional or Behavioral Problems Workshop |
| 22/06/2018 | Programming Workshop  |

## 10. Communication with Parents

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

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

### A. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members(2016-2018):

| <b>Post</b>                        | <b>Parent Committee</b>  | <b>Teacher Committee</b>                          |
|------------------------------------|--------------------------|---|
| Advisor                            |                          | <b>Ms. Ng Sui Lan</b>                             |
| Chairperson                        | <b>Miss Hon Yuet Kit</b> |   |
| Vice-chairperson                   | <b>Mr. Sunil Kumar</b>   | <b>Ms. Kwok Wing Ha</b>                           |
| Secretary                          | <b>Ms. Wong Oi Wah</b>   | <b>Ms. Yuen Wai Man</b>                           |
| Treasurer                          | <b>Ms Gurung Amrita</b>  | <b>Mr. Au Yeung Kam Wa</b>                        |
| Welfare and Activities Coordinator | <b>Ms. Saher Zanobia</b> | <b>Ms. Lee Po Po</b><br><b>Mr. Cheung Kin Wai</b> |
| Liaison Officer                    | <b>Mr. Abid Hussain</b>  | <b>Ms. Sun Yi</b>                                 |

**B. Connection with parents/ Parent Education**

| <b>Date</b>                         | <b>Events</b>  |
|-------------------------------------|--|
| 1/9/2017                            | SGP Series 1 – Changes of School Life (P.1)            |
| 8/9/2017                            | SGP Series 2 –Parent Volunteer Training                |
| 15/9/2017<br>22/9/2017<br>29/9/2017 | SGP Series 3 –Happy Family and Racial Harmony Activity |
| 11/2017-12/2017                     | Home Visit for P.1 Students and New Students           |
| 2/11/2017                           | PTA Annual Meeting                                     |
| 23/11/2017                          | School Picnic  |
| 8/12/2017                           | SGP Series 4 – SSPA Talk and Parents’ Meeting (P.6)    |
| 9/2/2018                            | Parents’ Tea Gathering                                 |
| 27/3/2018                           | Sports Day   |
| 14/4/2018                           | PTA Annual Picnic                                      |
| 23/4/2018                           | Lesson Observation for P.1 and P.2 Parents             |
| 5/5/2018                            | SGP Series 5 –Parent-child Day Camp                    |
| 9/7/2018                            | Talent Day   |

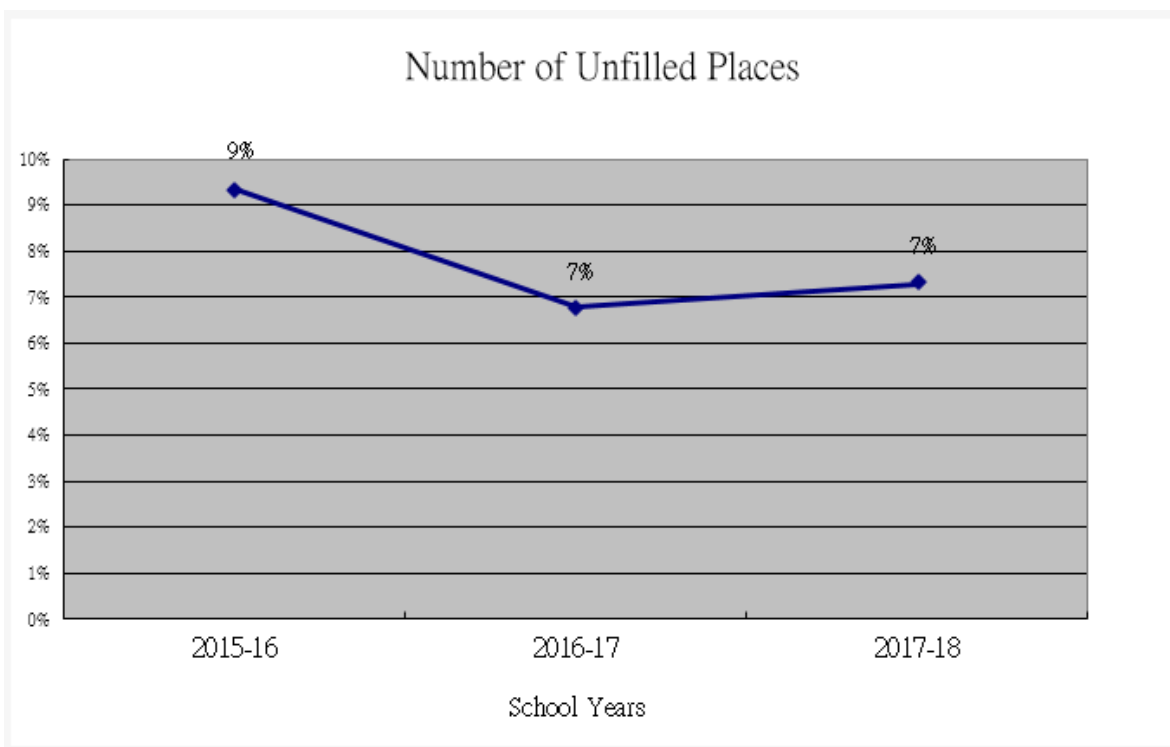
**C. Volunteer service**

| <b>Date</b>         | <b>Events</b>   |
|---------------------|---|
| 11/9/2017-29/9/2017 | Lunch Time Parent Helper                                  |
| 17/9/2017、21/9/2017 | Parent-child Volunteer Service (1) - Visiting the Elderly |
| 23/11/2017          | School Picnic   |
| 13/1/2018           | Parent-child Volunteer Service (2) – Flag Day             |
| 27/3/2018           | Sports Day  |
| 5/6/2018-6/6/2018   | P.1 Registration  |
| 9/7/2018            | Talent Day  |

## 11. Class Organization

| Level            | P.1 | P.2 | P.3 | P.4 | P.5 | P.6 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Class     | 4   | 3   | 3   | 3   | 2   | 2   | 17    |
| Capacity         | 100 | 75  | 75  | 75  | 50  | 50  | 425   |
| Boys             | 48  | 38  | 35  | 45  | 24  | 20  | 210   |
| Girls            | 32  | 31  | 35  | 30  | 25  | 31  | 184   |
| Total Enrollment | 80  | 69  | 70  | 75  | 49  | 51  | 394   |

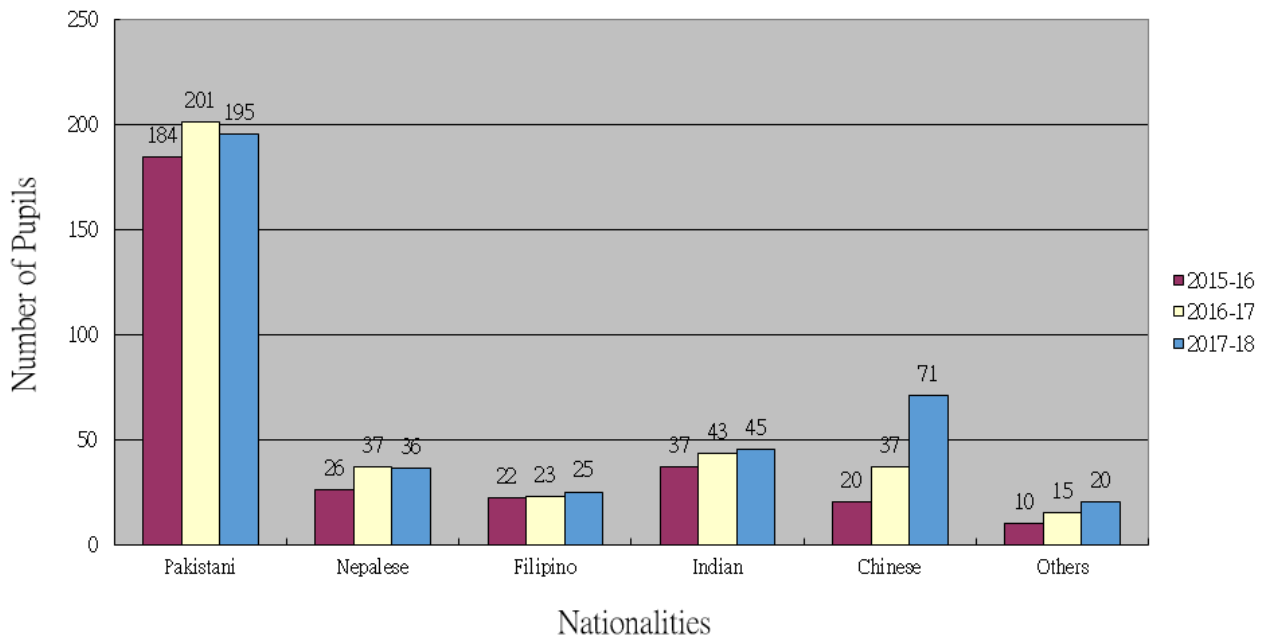
## 12. Number of Unfilled Places



### 13. Ethnic Distribution of Pupils

Ethnic Distribution of Pupils

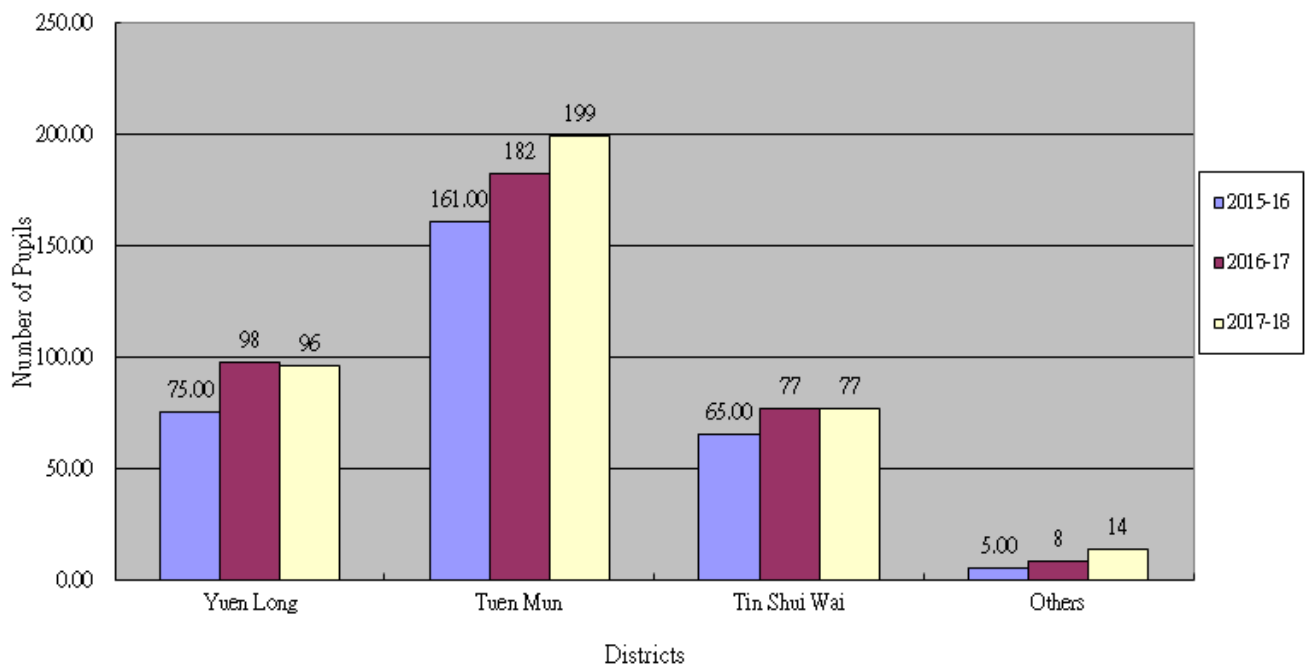
As updated at September



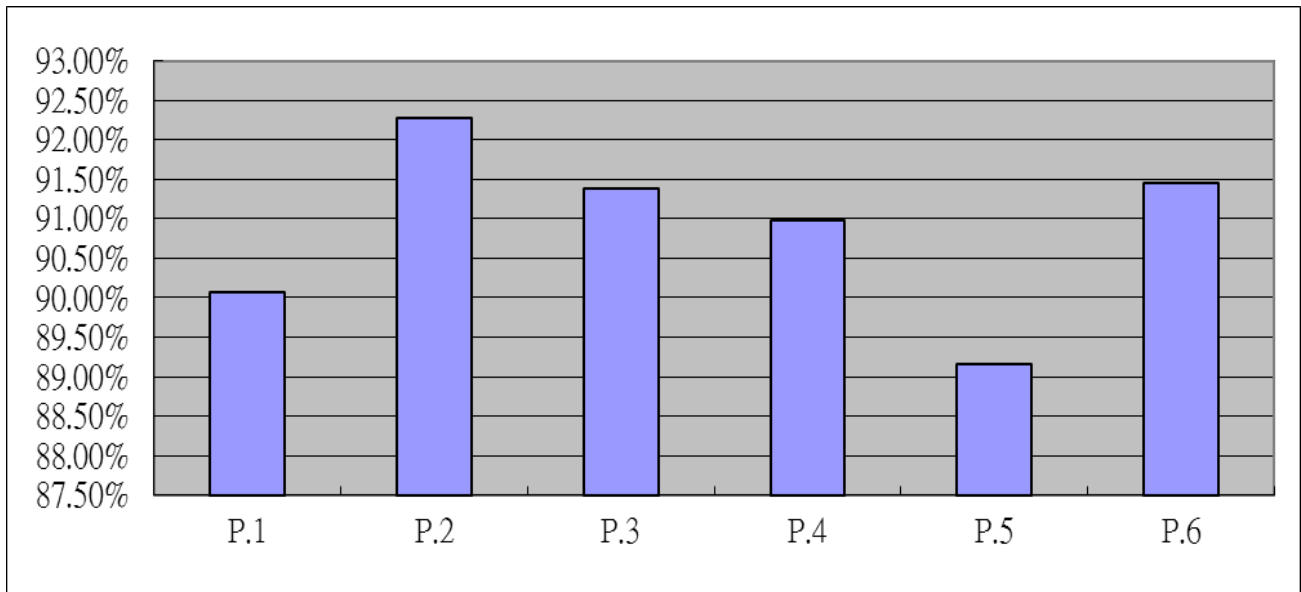
### 14. Residential Distribution of Pupils

Residential Distribution of Pupils

As updated at September

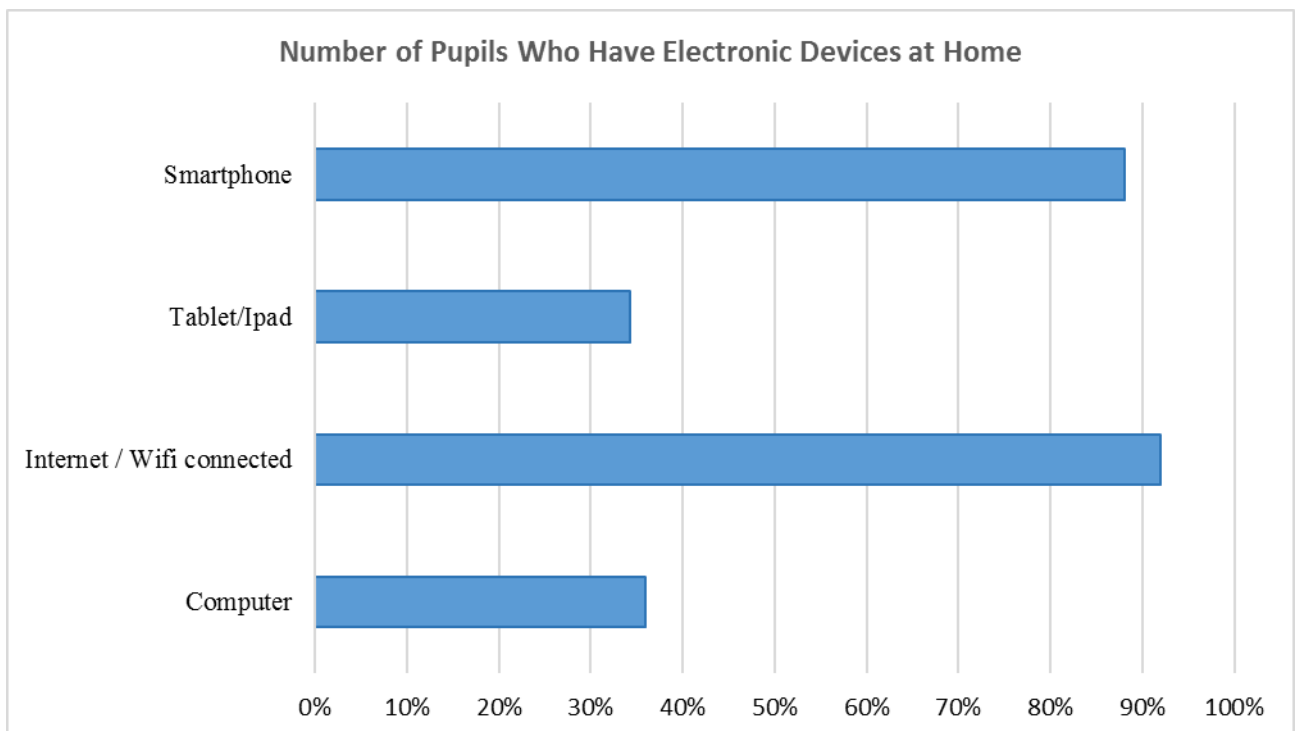


## 15. 2016-2017 Attendance



|      | P.1    | P.2    | P.3    | P.4    | P.5    | P.6    |
|------|--------|--------|--------|--------|--------|--------|
| 1718 | 90.07% | 92.27% | 91.39% | 90.98% | 89.17% | 91.45% |

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

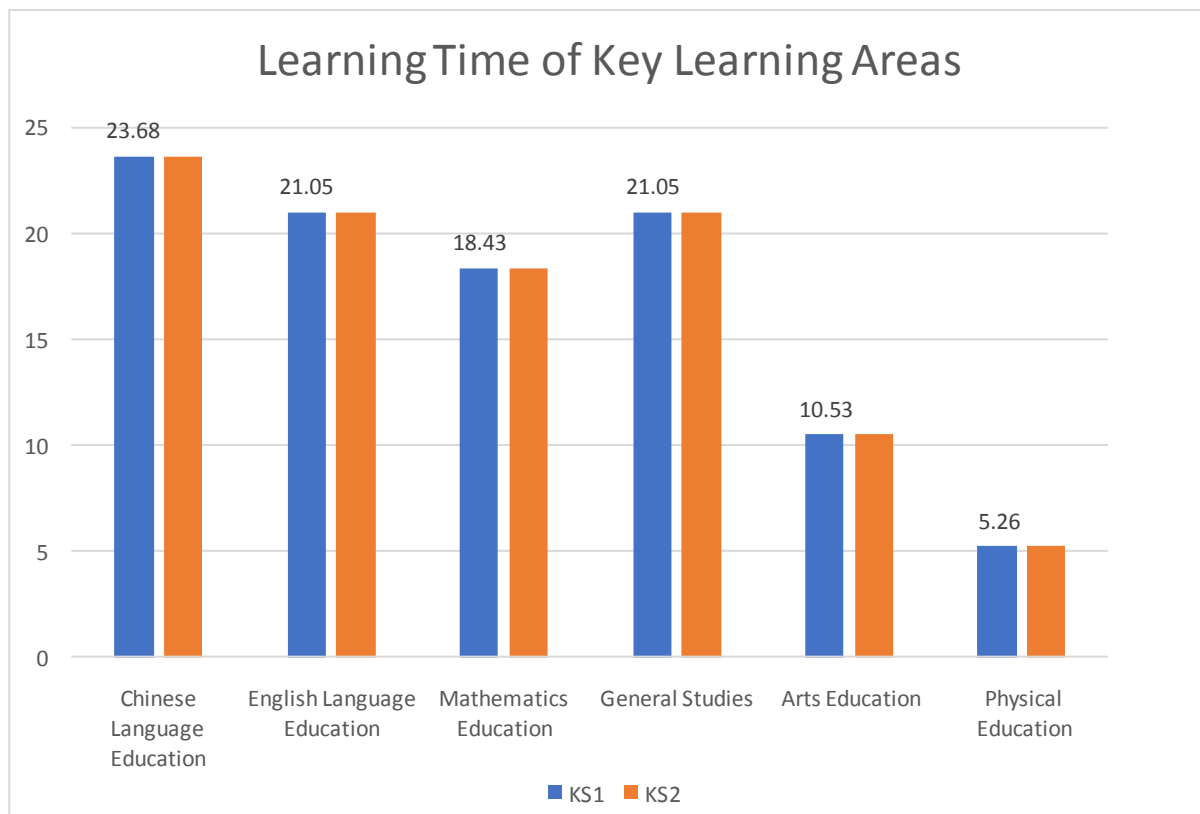


## II. Learning and Teaching

### 1. Lesson Allocation

| Subjects/Level  | P.1 – P.3 | P.4 -P.6  |
|---|-----------|-----------|
| English   | 8         | 8         |
| Chinese   | 8         | 8         |
| 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         |
| R.S.  | 1         | 1         |
| Integrated Lesson (Civici/Homework Guidance/Strive for improvement Program/Extra-curricular activities/Language Elective) | 5         | 5         |
| <b>TOTAL</b>  | <b>42</b> | <b>42</b> |

### 2. Learning Time of Key Learning Areas



### 3. Examinations

| Examination       | Date                |
|-------------------|---------------------|
| P.6 First Term    | 5/12/2017-8/12/2017 |
| P.1-5 First Term  | 8/1/2018-11/1/2018  |
| P.6 Second Term   | 19/4/2018-24/4/2018 |
| P.1-5 Second Term | 4/6/2018-7/6/2018   |

### 4. Number of Active School Days

#### Number of Active School Days in 2017-2018

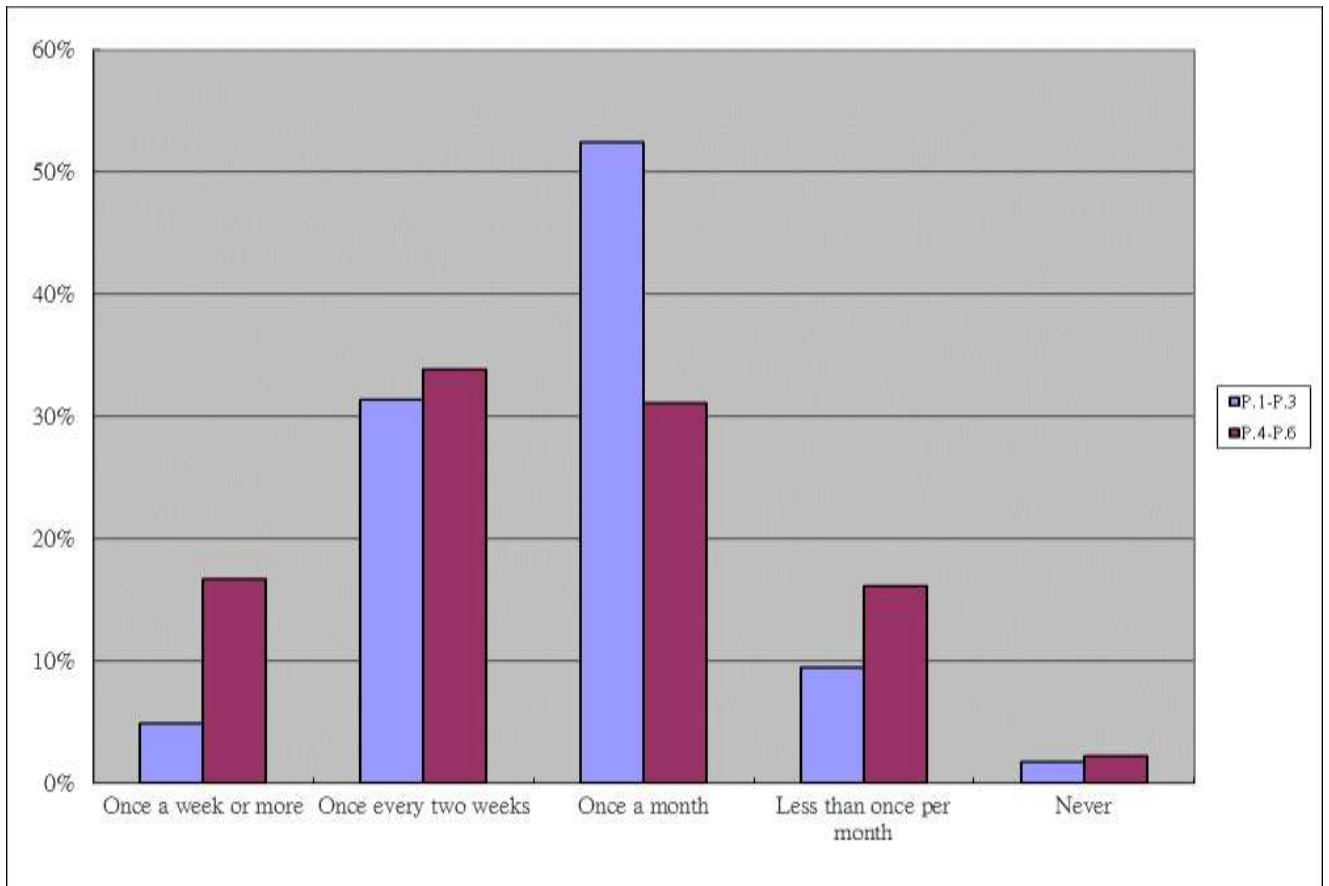
| Level   | School Days | #Active School Days |
|---------|-------------|---------------------|
| P.1-P.3 | 190         | 177                 |
| P.4-P.6 | 190         | 180                 |

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

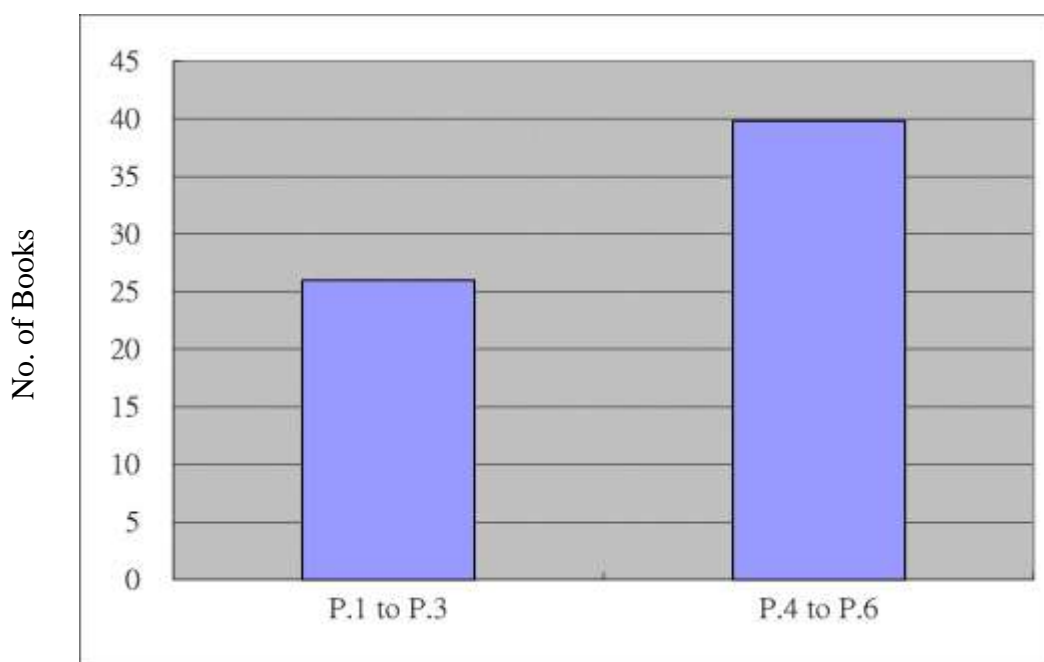


## 5. Reading Habit

**Frequency of Students Borrowing Reading Materials from the School Library**



**Average No. of Students Borrowing Reading Materials from the School Library (2017-2018)**



## 6. School Based Curriculum

| Subject | Content  |
|---------|--|
| English | <ul style="list-style-type: none"> <li>● Two core learning and reading strategies were taught as follows:<br/>P.1 &amp; 2: Prediction &amp; Phonics, P.3 &amp; 4: Sequencing &amp; Questioning, P.5&amp; 6: Using dictionaries/ e-dictionary &amp; Finding main ideas.</li> <li>● Established P.4-6 e-learning platform for self-learning (Google classroom)</li> <li>● Taught students (P.3) reading strategies through doing BCA exercises and enhance reading competence</li> <li>● Used e-learning in P.4 English lessons</li> <li>● Designed Extend learning tasks for all levels.<br/>(Fun Learning: Show and Tell) Students extended their learning to their daily life. Share and collect the information in class.</li> <li>● Improved students' presentation skills<br/>Teachers provide guidelines before doing the group activity. Students evaluate the performance of presentation.</li> <li>● Developed students learning vocabulary strategies<br/>Self-learning Corner is set up in Classrooms. Vocabulary Building (P. 1 – 3)<br/>Word Bank and Structure Bank Booklet (P.1-6) is designed for building up students' vocabulary and sentence structure</li> <li>● P.5-6 students wrote a journal reflecting on their learning and daily life issues. Students use “Active Reviewing Cycle - 4F” to review their learning and daily life issues.</li> <li>● Implemented the P.1-3 PLPR/W program. Implement Co-planning and co-teaching.</li> <li>● Implemented the NET Programme in P.1, P.3 and P.4.</li> <li>● Implemented a NET writing program in P.3 and P.5.</li> <li>● Organized a Penmanship program for students to foster their calligraphy.</li> <li>● Organized a book report competition in P.5 and P.6 to enhance students' reading interests and abilities.</li> <li>● Organized an English speaking day with students' performance was for all students to enable them to develop their talents and increase their interest in English.</li> <li>● Implemented Leveled reading in P.4 - P.6 in order to enhance student reading abilities and interest.</li> </ul> |
| Chinese | <ul style="list-style-type: none"> <li>● 老師透過課本內的篇章及閱讀工作紙，教授學生運用不同的學習策略</li> <li>● 透過老師提供的預習工作紙，讓學生在課前預習，並將重點摘錄於《中文筆記》內</li> <li>● 透過老師提供不同的中文科網上資源，讓學生在家中練習，從而提升學生的自主學習能力</li> <li>● 教師運用不同的電子學習工具，設計多元化的預習或延伸課業，提升學生的中文能力</li> <li>● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」（三年級）</li> </ul>  |

| Subject         | Content   |
|-----------------|---|
|                 | <ul style="list-style-type: none"> <li>● 老師於課堂上讓學生展示和分享學習成果，增加互相交流及學習的機會，並提升學生的自信及成就感</li> <li>● 發展一至三年級主流課程及完善校本中文課程的教學指引，讓學生的學習有層階性的提升</li> <li>● 優化一、二年級的非華語學生課程</li> <li>● 優化視聽資訊資源庫（非華語學生課程），老師製作不同的視聽資訊教材，以加強學生之聆聽能力</li> <li>● 為了提升非華語學生的中文能力，各級均設有拔尖課程，包括讀、寫、聽、說四個範疇</li> <li>● 老師設計包含「自主學習」元素的問答遊戲，提升學生的中文興趣</li> <li>● 為小一學生設有課後輔導課程及興趣班，以提高學生的中文水平</li> <li>● 舉辦寫作活動比賽，讓學生運用所學的詞彙及句式，寫作文章。一、二年級以寫作句子為主，三至六年級則寫作不少於一段的短文。</li> <li>● 舉辦書法比賽，以培養及提高學生對中文書法之興趣，並使他們從小着重書法的技巧及掌握正確書寫方法。</li> <li>● 逢週五舉辦「中文日」，內容包括學生表演，形式包括講故事、朗讀童謠和話劇表演等，藉此提高學生學習中文的興趣</li> </ul>   |
| Mathematics     | <ul style="list-style-type: none"> <li>● A “Unit Exercise” booklet was developed with learning strategies for each level</li> <li>● School-based assessments focused on Number dimensions to enhance students’ learning and improve their individual performance.</li> <li>● A variety of assessments were adopted (Formative Assessment, model-making, Practical test, and parent’s observation)</li> <li>● An Enhancement Class for P.5 &amp; P.6 was organized.</li> <li>● The Multiplication Activity for P.3 students helped them remember multiplication tables.</li> <li>● Thematic learning programs were created for P.1 and P.2 students</li> <li>● Extra-curricular activities were included the Rummikub game.</li> <li>● Selected P.4 students helped P1 students with basic math.</li> <li>● Students from P.5 – P.6 levels joined the Math Competitions to explore their potential.</li> </ul> |
| General Studies | <ul style="list-style-type: none"> <li>● The Environmental Protection Programme for students included: <ul style="list-style-type: none"> <li>- P.1-P.2 Let's Cherish our Food Scheme.</li> <li>- P.3-P.4 Plastic Bottles Recycling Competition.</li> <li>- P.5-P.6 Eco Toys Design Competition.</li> <li>- Gardeners training programme in ECA period.</li> </ul> </li> <li>● STEM education activities were developed: <ul style="list-style-type: none"> <li>- STEM activities arranged after the final examination.</li> <li>- P.1-P.2 ECA Science Class.</li> <li>- After-school Science Class for P.4-P.6 students.</li> </ul> </li> <li>● An educational visit for P.1 to P.6 students extended their learning and complemented the curriculum.</li> </ul>   |

| Subject                | Content  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>● P.5 subject-based project learning focused on "Consumers' Rights".</li> <li>● Students participated in a news discussion and analysis of Hong Kong and current world affairs/</li> </ul>  |
| Library                | <ul style="list-style-type: none"> <li>● The school held morning reading for the whole school each week on every Tuesday and Thursday morning.</li> <li>● Related thematic books for integrated learning week were prepared.</li> <li>● A Reading Scheme for all students accommodated their interests and learning needs.</li> <li>● P.6 students visited the Hong Kong Central Library.</li> <li>● A Book Exhibition was held on Parent's Day.</li> <li>● Competitions were organized to encourage students to read <ul style="list-style-type: none"> <li>- Book Cover Coloring Competition for P.1 students.</li> <li>- Book Cover Design Competition for P.2 students.</li> <li>- Rewrite Story Ending Competition for P.3 – P.4 students.</li> <li>- Book Report Competition for P.5 – P.6 students.</li> </ul> </li> <li>● Storybook role-play activities were held for P.1 – P.6 students.</li> <li>● A Chinese and English, "Pioneer Self-Reading Scheme" promoted self-directed and independent reading.</li> <li>● We joined the, "Writing for a Cause," Competition and workshops by "Kids 4 Kids," to enhance students' reading and writing abilities.</li> <li>● Cross-curricular reading activities including, "Learning to Read" to "Reading to Learn".</li> </ul> |
| Information Technology | <ul style="list-style-type: none"> <li>● I.T. skills for the self-learning were developed.</li> <li>● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held.</li> <li>● Google Classroom for the e-learning platform was implemented.</li> </ul>  |
| Visual Arts            | <ul style="list-style-type: none"> <li>● Different competitions and activities enhanced students' learning motivation.</li> <li>● Use of core courses at all levels optimized to improve the vertical visual arts school-based curriculum.</li> <li>● An artistic atmosphere on the fourth floor was created near the art room.</li> <li>● Organized "Art groups" and "Drawing class" extra-curricular activities on Friday afternoon developed students' potential and skill.</li> <li>● Used of a range of diverse evaluations types including: teachers' self-evaluation, student's self-evaluation, student's peer evaluation, class performance)..</li> <li>● Used On-line resources for teaching.</li> <li>● The teacher-librarian, in cooperation with other teachers, implemented a, "Paper Folding (Origami)," activity for P3 students to encourage them to read related reference books.</li> </ul>   |
| Music                  | <ul style="list-style-type: none"> <li>● After school. Hand-chime school team, Pop band &amp; African drum extracurricular classes were held</li> <li>● Wednesday after school extracurricular activities include Hand-chime group, Choir, and English rhyme classes were held</li> <li>● Selected students from P.2 – P.6 joined the Hong Kong School Music Festival solo singing competition.</li> </ul>   |

| Subject            | Content   |
|--------------------|---|
|                    | <ul style="list-style-type: none"> <li>● An Inter-class singing competition was organized.</li> </ul>   |
| Physical Education | <ul style="list-style-type: none"> <li>● A diversified mode Physical Fitness Test was created/</li> <li>● A series of signals and regular P.E. lesson routines facilitated discipline and safety.</li> <li>● Sports Day and coach training programs were made for students.</li> <li>● Various opportunities were given for school sports teams to participate in different inter-school competitions.</li> </ul> |
| Putonghua          | <ul style="list-style-type: none"> <li>● 分主流課程(中國籍學生)及調適課程(非華語學生)</li> <li>● 於聯課活動時段設普通話唱遊組</li> <li>● 學生於中文日進行表演</li> </ul>  |
| Religious Studies  | <ul style="list-style-type: none"> <li>● Curriculum based on school-based material was taught.</li> <li>● Focused mainly on moral and civic education.</li> <li>● Some topics related to fundamental Islamic belief were taught.</li> </ul>   |

## 7. External Curriculum Support

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

### III. Support for Student Development

#### 1. School Functions

| School Functions           | Participants | Date   |
|----------------------------|--------------|--|
| P.1 Orientation            | P.1          | 27/8/2017-29/8/2017  |
| School Commencement Day    | P.1-6        | 1/9/2017   |
| Dress Casual Day           | P.1-6        | 4/10/2017  |
| UAP Opening Ceremony       | P.4          | 20/11/2017   |
| School Picnic              | P.1-6        | 23/11/2017   |
| Parents' Meeting & PTA AGM | P.1-6        | 16/11/2017   |
| Parents' Day               | P.1-6        | 2/2/2018   |
| Sports Day                 | P.1-6        | 27/3/2018  |
| Joyful Fruit Day           | P.1-6        | 19/4/2018  |
| UAP Closing Ceremony       | P.4          | 30/4/2018  |
| Graduation Day             | P.1-6        | 30/6/2018  |
| Talent Day                 | P.1-6        | 9/7/2018   |
| Prize-giving Day           | P.1-6        | 26/1/2018(1 <sup>st</sup> term)<br>10/7/2017(2 <sup>nd</sup> term) |

#### 2. School Activities

| School activities                       | Participants | Date                                       |
|---|--------------|--|
| Prefect Training Workshop (1)           | P.3-6        | 20/9/2017                                  |
| Discipline Competition                  | P.1-6        | 7/11/2017-17/11/2017<br>20/2/2018-3/3/2018 |
| Parent-Child Outdoor Adventure Training | P5-P6        | 15/10/2017                                 |
| Hong Kong Speech Festival Rehearsal     | P.1-6        | 1/11/2017,8/11/2017                        |
| Cleanliness Competition                 | P.1-6        | 9/2017-6/2018                              |
| Drawing Competition                     | P.1-6        | 12/2017                                    |
| Integrated Learning Week                | P.1-6        | 17/1/2018-25/1/2018                        |
| Culture Explorer to Macau               | P.6          | 4/1/2018-6/1/2018                          |
| Prefect Training Workshop (2)           | P.3-6        | 6/3/2018                                   |
| UAP Overnight Camp                      | P.4          | 9/3/2018-10/3/2018                         |
| PTA Picnic                              | P.1-6        | 14/4/2018                                  |
| Inter-class Singing Competition         | P.1-6        | 9/5/2018                                   |
| Chinese Writing Competition             | P.1-6        | 21/11/2017-2/12/2017                       |
| Parent-child Day Camp<br>-Time to Share | P.1-6        | 5/5/2018                                   |

|                                 |       |                     |
|---------------------------------|-------|---------------------|
| English Penmanship Competition  | P.1-6 | 15/1/2018-16/1/2018 |
| Education Day Camp              | P.6   | 11/5/2018           |
| Art and Crafts Competition      | P.1-6 | 5/2018              |
| Q & A Competition               | P.1-6 | 24/5/2018           |
| Chinese Composition Competition | P.1-6 | 16/5/2018-5/6/2018  |
| UAP Volunteer Ocean Park Visit  | P.4-6 | 28/4/2018           |
| Games Day                       | P.1-3 | 4/7/2018            |
| Science Learning Day            | P.1-6 | 4/7/2018-5/7/2018   |
| English & Math Games Day        | P.1-6 | 6/7/2018            |
| Table Tennis Competition        | P.3-5 | 11/7/2018           |

### 3. Extra-curricular Activities

| Steady Groups             | Rotating Groups           |
|---------------------------|---------------------------|
| 1. Debate Group           | 1. Fun with Putonghua     |
| 2. Cub Scouts             | 2. Scientific Experiments |
| 3. Cool Think             | 3. Fun with English       |
| 4. Handicraft Group       | 4. Chess Playing          |
| 5. Dancing Group          | 5. Logical thinking       |
| 6. Cloth Art Group        | 6. English Story Telling  |
| 7. Table Tennis Group     | 7. Arts & crafts          |
| 8. Sports Activity Group  |                           |
| 9. Badminton Group        |                           |
| 10. Choir                 |                           |
| 11. Gardening Group       |                           |
| 12. Road Safety Patrol    |                           |
| 13. MC Training Group     |                           |
| 14. Chinese Story Telling |                           |
| 15. Math Games Group      |                           |
| 16. Naat Group            |                           |
| 17. Paper Folding Group   |                           |
| 18. Hand Chime Group      |                           |
| 19. Board Games Group     |                           |

## 4. Talks and Visits

| <b>Talks</b>                             |                     |                         |
|--|---------------------|-------------------------|
| <b>Topic</b>                             | <b>Participants</b> | <b>Date</b>             |
| Educational Talk (Cultural Harmony)      | P.1-P.3             | 19/9/2017 (2:10-3:10)   |
| Project Respect Talk ( Friendship)       | P.1-P.6             | 15/11/2017: (8:20-9:15) |
| Project Respect Talk ( Respect Teachers) | P.1-P.6             | 7/2/2018: (8:20-9:15)   |
| Anti-Bullying Concert                    | P.4-P.6             | 27/4/2018 (11:00-12:15) |

| <b>Visit</b>  |                     |   |
|---|---------------------|---|
| <b>Venues</b>   | <b>Participants</b> | <b>Time</b>                             |
| Tuen Mun Park<br>Hong Kong Zoological and Botanical Gardens       | P.1 students        | 22/5/2018<br>15/5/2018                  |
| Hong Kong Museum of History                                       | P.2 students        | 16/1/2018                               |
| Pak Heung Fire Academy  |                     | 7/5/2018                                |
| Hong Kong Science and Technology Park                             | P.3 students        | 14/11/2017<br>15/11/2017,<br>16/11/2017 |
| Ping Shan Tang Clan Gallery cum Heritage Trail                    |                     | 17/1/2018                               |
| Nam Shan Estate(Shek Kip Mei)                                     | P.4 students        | 19/1/2018                               |
| Fanling Environmental Resource Centre                             |                     | 8/3/2018                                |
| Hong Kong Museum of History                                       |                     | 14/12/2017                              |
| The Peak  | P.5 students        | 18/1/2018                               |
| Hong Kong Science Museum  |                     | 4/12/2017                               |
| Hong Kong Museum of History<br>The Peak Tram<br>The Legco Complex | P.6 students        | 11/12/2017<br>24/1/2018<br>12/7/18      |



## 5. Performances

| <b>Event</b>   | <b>Participants</b>  | <b>Time</b> |
|--|--|-------------|
| PTA Annual General Meeting   | 1A(Chines Choral Speaking)<br>1B(English song)<br>1C(English song)<br>1D(English song)   | 2/11/2017   |
| Cultural Harmony Carnival<br>-Committee on the Promotion of<br>Civil Education   | Oriental Dancing Group   | 18/2/2017   |
| Talent Competition for Ethnic<br>Minority Students<br>- Chung Sing Benevolent Society,<br>Mrs. Aw Boon Haw Secondary<br>School | Martial Arts Group   | 29/4//2017  |
| Talent Day   | Oriental Dancing Group<br>Pop Band<br>Martial Art Group<br>Nepalese Dance<br>Group Singing<br>Chinese Story Telling<br>African Drum Group<br>English Drama Group | 9/7/2018    |
| Graduation Day   | Oriental Dancing Group<br>Hand Chime Group<br>Group Singing(P.6)   | 30/6/2018   |
| Cultural Harmony Carnival<br>- Islamic Kasim Tuet Memorial<br>College  | Oriental Dancing Group   | 7/7/2018    |

## 6. Post Exam Activities

| Items of activities                     | Participants       | Time                 |
|---|--------------------|----------------------|
| STEM Activities                         | P.1-6              | 11/6/2018-14/6/2018  |
| Consolidation week                      | P.1-6              | 8/6/2018-15/6/2018   |
| NAAT Competition                        | P.4-6              | 14/6/2018            |
| Visit Tuen Mun Public Library           | P.2                | 20/6/2018            |
| Singapore Study Tour                    | P.4-6              | 22/6/2018-26/6/2018  |
| Tea Party for Prefect Teams and Helpers | P.3-6              | 28/6/2018            |
| Racial Harmony Activity                 | P.1                | 6/7/2018             |
| Graduation Ceremony Rehearsal           | P.1-6              | 20/6/2018-29/6/2018  |
| WebOrganic Educational Talk             | P.2-P5             | 21/6/2018、26/6/2018  |
| Ball Games Day                          | P.4-P.6            | 4/7/2018             |
| Science Learning Day                    | P.4-6<br>P.1-3     | 4/7/2018<br>5/7/2018 |
| Game Booth                              | P.1-P.3<br>P.4-P.6 | 5/7/2018<br>4/7/2018 |
| Games Day                               | P.1-3              | 5/7/2018             |
| English & Maths Game Day                | P.1-6              | 6/7/2018             |
| Talent Day                              | P.1-P.6            | 9/7/2018             |
| Visit Hong Kong Yakult Co. Ltd.         | P.2                | 11/7/2018            |
| Table Tennis Competition                | P.3-5              | 11/7/2018            |
| Visit Tuen Mun MTR Station              | P.4                | 12/7/2018            |
| Board Games Day                         | P.4                | 12/7/2018            |
| Visit The Legislative Council Complex   | P.5                | 12/7/2018            |
| Visit Ping Shan Public Library          | P.4                | 13/7/2018            |
| Visit Tao Heung Museum of Food Culture  | P.5                | 13/7/2018            |

## 7. Guidance Program & Personal Growth Education

### A.

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

## B. Strive for Improvement Program

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

## 8. The Understanding Adolescent Project (UAP)

The Understanding Adolescent Project (UAP) was a comprehensive support program for personal growth. It aimed at enhancing students' resilience in coping with the challenges they have to face as they grow up through enhancing their competence (I can...), optimism (I am...) and belongingness (I have...).

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

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

Activities:

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

## 9. After-school Programs

|   | Course and Activities   | Participants | Time             |
|---|-------------------------|--------------|------------------|
| Community-based After-school Learning and Support Grant                             | Tutorial Classes        | P.2-6        | 10/2017 – 6/2018 |
|   | Visit to Disneyland     | P.4-6        | 25/6/2018        |
|   | Visit to Noah's Ark     | P.3-6        | 5/7/2018         |
| School-based After-school Learning and Support Grant                                | Little Reporter Class   | P.3-6        | 10/2017 – 6/2018 |
|   | Cambridge Course        | P.5          | 2/2018 – 6/2018  |
|   | Football Class          | P.2-6        | 10/2017 – 6/2018 |
|   | Drawing Class           | P.3-6        | 10/2017 – 6/2018 |
|   | M.C. Training Class     | P.2-3        | 2/2018 – 6/2018  |
|   | Phonics Class           | P.1          | 10/2017 – 6/2018 |
| The Hong Kong Jockey Club Life-wide Learning Fund                                   | Table Tennis Class      | P.3-6        | 10/2017 – 6/2018 |
|   | Cricket Class           | P.3-6        | 10/2017 – 6/2018 |
| After-school Support for Non-Chinese Speaking Students in Learning Chinese Program  | Tutorial Classes        | P.1          | 10/2017 – 6/2018 |
|   | Martial Art Class       | P.1-2        | 10/2017 – 6/2018 |
|   | Oriental Dancing Class  | P.2-4        | 10/2017 – 6/2018 |
|   | Ink Wash Painting Class | P.1          | 10/2017 – 6/2018 |
| School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children | Tutorial Classes        | P.1-4        | 10/2017 – 6/2018 |
| Others  | Science Class           | P.5-6        | 10/2017 – 6/2018 |
|   | Math Tutorial Classes   | P.6          | 10/2017 – 6/2018 |
|   | African Drum Class      | P.3-6        | 10/2017 – 6/2018 |
|   | Hand Chime Class        | P.2-6        | 10/2017 – 6/2018 |
|   | Drama Class             | P.3-6        | 10/2017 – 6/2018 |
|   | Pop Band Class          | P.3-6        | 10/2017 – 6/2018 |

## 10. Uniform Groups & Service Groups

| Group                              | Participants      |
|------------------------------------|-------------------|
| Cub Scouts                         | P.3-5( 17 pupils) |
| Understanding Adolescent Project   | P.4-6( 56 pupils) |
| School Prefects                    | P.3-6( 40 pupils) |
| Library Helpers                    | P.4-6( 20 pupils) |
| Big Brother and Big Sister Program | P3-4 ( 20 pupils) |
| School Bus Prefects                | P.5-6( 10 pupils) |
| CYC                                | P.4-6(175 pupils) |

|                    |                   |
|--------------------|-------------------|
| Road Safety Patrol | P.3-6(15 pupils)  |
| Caring Ambassador  | P.3-5( 30 pupils) |
| JPC                | P.4-6( 60 pupils) |
| Captain Respect    | P.4-6( 40 pupils) |
| Caring Angel       | P.4-5( 16 pupils) |
| Happy Angel        | P.4-5( 14 pupils) |

## 11.Moral and National Education

### i. School-based MNE Curriculum

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

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

### ii. Integrated Learning Week

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

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

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

respecting others' cultures is crucial.

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

For P.5, the sub-topic was "Comparing Hong Kong Disneyland and Ocean Park". These two theme parks are the most famous landmarks in Hong Kong. Thousands of tourists visit Hong Kong every year because of these two attractive places. After completing their research students knew more about these two places and even learned how to attract more tourists to Hong Kong. They also got a chance to go to the Peak tram station and talk to tourists about their opinions of the above-mentioned theme parks. Students had more chances to practice their English and communication as well as apply their knowledge in a real situation.

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

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

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

### **iv. Visit to Tao Heung Museum of Food Culture**

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

## 12. Student Welfare

| Support Services               | Number of Students |
|--------------------------------|--------------------|
| Student Health Service         | 356                |
| School Dental Care Service     | 356                |
| Student Financial Assistance   | 196                |
| School Bus Service             | 190                |
| Lunch Ordering Service         | 115                |
| Provision of Lunch Subsidy     | 36                 |
| “Seeds of Hope Program” Scheme | 30                 |

## 13. Whole School Approach to Integrated Education

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

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

|   |  |
|---|--|
|   | <ol style="list-style-type: none"> <li>3. Enhanced Speech Therapy Grant.</li> <li>4. School-based Educational Psychology Service.</li> <li>5. School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children.</li> <li>6. Community-based After-school Learning and Support Project.</li> <li>7. School-based After-school Learning and Support Grant</li> <li>8. Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students Program.</li> </ol>  |
| <p>Support measures and allocation of resources</p> | <p>Our school provided the following support measures for SEN students and students weak at academics.</p> <ol style="list-style-type: none"> <li>1. A student support team was established. Team members included the curriculum development leader (CD), subject panel heads and our school social worker.</li> <li>2. Two teachers were employed under the “Intensive Remedial Teaching Program in Primary Schools”. Intensive remedial for P.2 – P.4 students.</li> <li>3. Our school provided morning remedial classes twice a week for the students with special learning needs who are not in the “Intensive Remedial Class”.</li> <li>4. An emotional and social skills training group for students in need.</li> <li>5. A Speech Therapy Service for students who have speech impediments.</li> <li>6. Teaching assistants collaborated with teachers to help the SEN students during lessons.</li> <li>7. Teaching assistants and teachers provided after-school tutorials for students in need.</li> <li>8. Adaptation and accommodation in homework, dictation and assessments for students in need.</li> <li>9. “The Caring Ambassador Program,” and, “Big Brothers and Sisters Program” (BBS) were set up to help P.1 students.</li> <li>10. Parent Seminars enhanced parents’ knowledge of SEN students learning characteristics.</li> <li>11. An educational psychologist and a speech therapist provided workshops for teachers to enrich their knowledge of helping SEN students.</li> <li>12. Chinese and Mathematics enrichment classes provided in different periods to enhance student academic levels.</li> </ol> |



|  |  |
|--|--|
|  | 13. By buying a service, a NGO provides after-school Chinese tutorial classes for P.1 students to support them in learning Chinese language. |
|--|--|

## IV. Student Performance

### 1. Scholarships

|  |   |
|--|---|
| <b>2017-2018 Tuen Mun District student Awards' Program</b>                     | 1B THAPA ABHINAV<br>2C KHAN REHMAN<br>3B NG KA HANG<br>4A LIMBU MELBIN<br>5B BABU NIVEDHA VINODH<br>6A ANSER HUSSAIN  |
| <b>'Be a University Student' Experience Program</b>                            | 5A MUHAMMAD FAHAD<br>5A JASAN PREET KAUR<br>5A AFRINA KHAN<br>5A ANISHA<br>5A GURUNG KASMINA<br>5B AKASHDEEP-SINGH<br>5B BABU NIVEDHA VINODH<br>5B BALNOOR KAUR<br>5B GHULAM HUSSAIN RIMSHA<br>5B THAPA SAYAL |
| <b>The 2017-2018 Harmony Scholarships</b>                                      | 2B ABDURREHMAN FAROQ<br>3C PRINCESS GERLEIY ISIP<br>4C SANA ASIF<br>5B BALJOT KAUR  |
| <b>The Award of the Politest Students (2017-2018)</b>                          | 3C TADIC MIDORI JESSICA<br>4B HAMZA KHAN  |
| <b>Community Youth Club - Respectful and Virtuous Teens Election (2017-18)</b> | 3B KOMALPREET KAUR<br>5B BALNOOR KAUR   |

## 2. Pupils' Physical Development

Physical fitness is important for all children. “A Survey Study of Students’ Physical Fitness and Their Attitudes toward Physical Education,” was implemented to promote all pupils physical well-being.

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

Analysis of results:

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

Items tested included:

Height / Weight

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

### 3. Inter-school Events and Awards

| Nature of Activities | No. of Participants | Events / Items of activities  | Awards   |
|----------------------|---------------------|---|--|
| Chinese              | 14                  | Hong Kong Schools Speech Festival (Cantonese)<br>Solo Verse Speaking                                  | 1 Second place<br>9 Merits and 4 Proficiency   |
|                      | 30                  | Hong Kong Schools Speech Festival (Cantonese)<br>Choral Speaking(P.3-P.4)                             | 1 Proficiency  |
| English              | 30                  | Hong Kong School Speech Festival (English)<br>Solo Verse Speaking                                     | 2 Second place<br>24Merits and 2 Proficiency   |
|                      | 35                  | Hong Kong School Speech Festival (English)<br>Choral Speaking (P.1-3)                                 | 1 Merit  |
|                      | 11                  | Hong Kong School Drama Festival   | Award for Outstanding Cooperation  |
|                      | 6                   | "Story to Stage" Puppetry Competition for Primary   | Third place  |
| Mathematics          | 4                   | CMA Choi Cheung Kok Mathematics & Science Trail Competition for Primary Schools                       | Merit Award  |
|                      | 4                   | Semple Memorial Secondary School Rummikub Competition   | Silver Award<br>Merit Award in Group   |
|                      | 3                   | Ju Ching Chu Secondary School Rummikub Competition  | Merit Award<br>1st Runner-up in Group  |
| General Studies      | 8                   | Hong Kong Student Technology Competition Eco-design   | Merit Prize in Speed racing<br>Merit Prize in Eco-design   |
| Putonghua            | 5                   | Hong Kong Schools Speech Festival (Putonghua)<br>Solo Verse Speaking                                  | 1 Third place<br>3 Merits and 1Proficiency   |
|                      | 3                   | The 10 <sup>th</sup> Tuen Mun Inter Primary School Putoughua Competition-<br>Storytelling Competition | -Merit in Storytelling Competition<br>-'Most Potentiality Award' in Storytelling Competition   |
|                      | 2                   | Putonghua Phonics & Phonological Knowledge Competition  | 2 A Grade  |
| Track and Field      | 28                  | Tuen Mun Primary School Athletic Meet   | Boys' A Grade Throwing Event -Gold Medal<br>Boys' C Grade 100m-3rd Runner-up<br>Girls' Special Grade 100m-2nd Runner-up<br>Boys' C Grade Group -Merit Award<br>Girls' B Grade Throwing Event – 4 <sup>th</sup> Runner-up<br>Boys' Special Grade 200m – 5 <sup>th</sup> Runner-up |

| <b>Nature of Activities</b> | <b>No. of Participants</b> | <b>Events / Items of activities</b>  | <b>Awards</b>  |
|-----------------------------|----------------------------|--|--|
| Table Tennis                | 6                          | Tuen Mun Inter-School Table Tennis Competition   | Merit Award in Boys' Single<br>Merit Award in Boys' Team |
| Cricket                     | 10                         | Playground League  | 3 <sup>rd</sup> Runner-up                                |
| Soccer                      | 14                         | Tuen Mun Inter Primary School Football Match   | Completed  |
| Visual Art                  | 18                         | Ching Chung Potted Landscape Drawing Competition   | Merit  |
|                             | 3                          | “Together Progress Opportunity - Drawing Competition” Celebration of the 20 <sup>th</sup> Anniversary of Establishment of HKSAR (Junior Group) | Merit  |
| Music                       | 10                         | Hong Kong Schools Music Festivals-Vocal Solo-Foreign Language-Treble Voice   | 3 Merits and 7 Proficiency                               |
|                             | 16                         | Joint School Music Competition 2018 (Hand chime Competition)   | Bronze Medal   |

## v. Achievements and Reflection on Major Concerns

### School Major Concern 1: Students can use various learning strategies to enhance their self-directed learning ability

#### Achievements

##### Professional training

The Curriculum development team has successfully arranged various professional training workshops for teachers, such e-learning in English and Mathematics and effective assessment strategies in Chinese subject. Teachers found these workshops were useful to further understand e-learning.

##### Learning and consolidation of different learning strategies

Our school organized workshops and sharing sessions. According to the stakeholder survey, 84% of teachers agreed that the workshops and sharing sessions could enrich their knowledge on learning strategies/reading strategies. According to questionnaires, over 90% teachers taught students learning strategies in preparing for lessons or doing extensive tasks. For example, pictogram, checking answers, note-taking, concept-maps, etc.

Teachers thought that the students' learning ability was enhanced after teaching and using learning different strategies. 60% students also thought they could apply the strategies in their learning. For example, in GS lessons, students had to do an extensive task about finding food labels so that they could learn different information of the food, and they were able to do a small survey in class.

Another example is in Putonghua lessons, students did online self-learning after school. Only 40% of teachers thought students applied the learning strategies. According to teacher observations, students might not have understood and used the learning strategies in lessons.

##### Developing E-learning and the design of extended tasks

Teachers developed e-learning materials, e.g.: the use of Google classroom, Wi-Fi support for each classroom, and teacher assistants available for e-learning during lessons. All subject teachers found that extended learning tasks enhanced students' learning interest and students found the information easier while their self-directed learning was enhanced using e-learning tools.

From teachers' observations, lower level students were more interested than higher-level students in doing extended learning tasks. Lower level students had a higher percentage of task completion. Higher-level students need more support for recording and looking up the meaning of vocabulary words electronically. Google classroom can be trialed in more classes.

Most students used e-learning tools for their learning. Teachers can set up Google classroom for students to learn. P.4 teachers utilized Google classroom and different software for teaching, students' responded positively. The e-learning resources platform has been set up and kept in the public folder.

A workshop on how to use Google classroom can be setup.

All subject teachers found that using the QR code helped students review dictation as well as increase their marks.

70% students found that using learning strategies such as drawing pictures and finding keywords are effective in solving math problems. In addition, students found that using QR code has been very useful for learning math.

Interested students should have access to self-directed learning websites. Students learning can be enhanced by varying tasks more.

Music subject teachers have introduced different song composing apps and websites for students to use. Students responded positively and showed an eagerness to use the apps.

The school librarian provided learning website labels in students' reading record books. According to the school questionnaire, 70% of the students used the websites for learning. This year, P.4, 5 students has joined the "Writing for a Cause," workshops and competition. Teachers' responses were very positive. All agreed that cross-curricular reading activities could enhance students' self-directed learning ability.

### **Continues to establish various reward schemes to enhance students' self-learning ability**

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

### **Self-learning work display and sharing**

80% students joined the mentioned display board Q&A competition. All major subject teachers arranged display materials according to the different levels. 75% students' reported their interest in self-learning increased through playing self-directed learning games.

Student learning motivation was enhanced and self-directed learning environments were established. 80% students were willing to share their self-learning works. By sharing their works, students' motivation in self-directed learning was further enhanced. In addition, teachers arranged sharing sessions for students to talk about their self-learning work. Students were eager to take part in it. Teachers suggested that next year there should be more promotion of the self-learning work theme.

P.1-P.2 students enjoyed playing self-learning games in classroom. Through playing, students learnt how to communicate and understood the importance of following rules.

### **Reflections**

Teachers found difficulty in teaching some strategies or designing worksheets for checking understanding and consolidation. Therefore, some reference books related to learning and reading strategies will be purchased for teaching the target strategies. Teachers can take them as reference in the co-planning session.

Math subject teachers reported that students are eager to play try an error and find a pattern game, even though the ratio of getting correct answers is not high, students at least got a chance to encounter varies types of questions and experience problem solving.

Students' reading habits were nurtured by their interest in the paper-folding book. A suggestion for next year is to extend the reading material to comics. In addition, students are also interested in reading, "Young Scientist," thus more science books should be provided.

Although students are eager to read books, only 67% of students said they would like to read books online. Only 25% students have used the EDBookself to read books online. Therefore, more online reading platforms or online exercise platforms can be provided in order to encourage students to engage in online learning.

According to lesson observation, most GS teachers have implemented STEM into the daily teaching. Student performance was good. STEM robot classes have been organized for more able students.

Overall, the target has not yet been achieved. According to lesson observations and evaluations of the students' work, we concluded that students had inadequate chances to do take notes and do

pre-lesson study. Students only used the learning strategies through the guidance of teachers. We need to increase students' initiative to use the learning strategies.

## **School Major Concern 2: Reinforce self-reflection and assist students to optimize themselves.**

### **Achievements**

#### **For this major concern, the school has arranged the following:**

The “Learning Experience Scheme,” was implemented. Students shared their plans, including their goals and their outcomes in morning assemblies. Close follow-up work was arranged, Class teachers and their partner teachers had regular follow-up with students about their plans.

Class management was set up to increase students sense of belonging. “Being seen, Being Recognized and Being Needed” was the theme of the class management. Based on the needs of each class schemes such as, “A duty for each student,” “Class-based rewards system,” and “Sharing time,” were set up. Class-based activities were tailored to students. For each monthly class-based activity, evaluations/debriefing sessions were set up so that students had chances to reflect on their performances under teachers’ guidance.

Each subject created self-management as well. In each subject, checklists were included in students’ assignments. Using the checklists, students checked the homework and supplies they needed for each lesson independently. In English Language, General Studies and P.E., students wrote reflective journals and wrote checklists on daily habits.

Teachers’ professional development and experience sharing was also set up this school year. Two workshops about class management were completed. Teachers reviewed the rationale for the students’ development support and guidance. Teachers shared their successful experiences in managing their classes.

The Discipline and Guidance team developed tools for student reflections. Forms were specifically designed for this purpose. Simple statistics on students’ needs were collected from reflection forms so that the school could accurately assess what students needed. In addition, service learning was also developed. Students had more chances to learn by serving the school, community and others. Parent-child services learning was also developed this school year.

#### **Our Achievements**

During the school-year the EDB conducted an external review. According to the review (3.6), “Self-management is nurtured through the classroom management scheme. A sharing and respectful culture was created.” The review also finds that coordination of class teachers, partner teachers and discipline teachers, is well established at each year level so that immediate support can be offered to students who show signs of needs. These findings also recognized the work of our school-based classroom management scheme.

The external reviews also recognized the services learning set up in the school. It found that our



school had engaged all students in school services and they generally show a great sense of responsibility in their duties. Timely debriefings for students who reflected after their services allowed students to maintain their high sense of responsibility.

Following the findings of last school year that found some students' reflections were too shallow, this year a monthly, class-based activity and reflection form was setup. Students had more chances to reflect on their behavior under teachers' guidance. 96.2 % of the teachers agreed that the class-based monthly form had helped to improve students' self-reflection abilities.

The school should make use of the students learning/school experiences to cultivate their reflections abilities, according to another suggestion. The reflection forms and the reflection session had built on the suggestions from last year. Reflections done by the students had shown that they could always suggest some better ways to cope with problems or avoid making the same mistakes in the future.

Teachers also suggested that subject-based work had also helped students to foster their reflective ability. For example, checklists setup in each subject had provided a channel for students to look back at their own work and the reflective journal writing in English classes was also effective. Students made use of the 6W questioning are and 4F reflections skill for their reflection. Moreover, learning outcomes sharing in each subject was also effective. 84.2% of the students agreed that they were happy to share their learning outcomes and the sharing had promoted a good atmosphere and habit for students to be reflective.

In APASO, our students' scores in the areas of: academic monitoring; change to improve; education aims; goal setting; and study plan are higher than the average scores in HK. This data proves that our students agree that their learning experiences at school helped them to reflect on themselves and improve their self-management skills.

### **Reflections:**

From the external review, it is suggested that continual follow up should be provided to students in the Learning Experiences Scheme so that student plans are more flexible and do not require sticking to the original for the whole school term. Good management skills include timely revision of plans and goals and this process helps cultivate students' reflections skills. Although 4F reflection frameworks were promoted to teachers, it was found some teachers are still not yet familiar with them and continual professional development is suggested.

62.9% of the students agreed that the subject-based checklists helped them to reflect on themselves. However, there must be effective follow-up. For the reflection forms developed this school year, although students made use of them to suggest ways to improve, their suggestions/improvement

plans were not well worked-out.

Looking forward, we expect to develop a better culture that appreciates the reflection process and good discipline among different stakeholders. Continuing the work with positive outcomes in the next school year will enable students to internalize their reflection ability.

Lastly, different routine works, requirements, learnings, checklists and records books have been set up during the year. The concern of the year is ability based. However, catering to students social and emotional needs are more than just enhancing students' abilities. Looking forward to the next planning cycle, plans will focus more on learning experiences that promote positivity and appreciation of students in our school.

## **VI. Key Issues of the New School Development Plan 2018-2019**

**School Major Concern 1: Self-learning motivation is the key to success**

**School Major Concern 2: We should love ourselves**