

**Islamic Primary**

**School**

**School Report**

**2019-2020**



# Contents

<b>I. Our School</b> .....	4
<b>1. School Vision</b> .....	4
<b>2. School Mission</b> .....	4
<b>3. School Management</b> .....	5
<b>4. School Organization</b> .....	6
<b>5. Staff Establishment</b> .....	7
<b>6. Staff List</b> .....	7
<b>7. Teachers' Qualifications</b> .....	8
<b>8. Teachers' Experience</b> .....	8
<b>9. Teachers' Professional Development</b> .....	9
<b>10. Communication with Parents</b> .....	12
<b>11. Class Organization</b> .....	14
<b>12. Number of Unfilled Places</b> .....	14
<b>13. Ethnic Distribution of Pupils</b> .....	15
<b>14. Residential Distribution of Pupils</b> .....	15
<b>15. 2019-2020 Attendance</b> .....	16
<b>16. Number of Pupils Who Have Electronic Devices at Home</b> .....	16
<b>II. Learning and Teaching</b> .....	17
<b>1. Lesson Allocation</b> .....	17
<b>2. Learning Time of Key Learning Areas</b> .....	17
<b>3. Examinations</b> .....	18
<b>4. Number of Active School Days</b> .....	18
<b>5. Reading Habits</b> .....	19
<b>6. School Based Curriculum</b> .....	20
<b>7. External Curriculum Support</b> .....	23
<b>III. Support for Student Development</b> .....	24
<b>1. School Functions</b> .....	24
<b>2. School Activities</b> .....	24
<b>3. Extra-curricular Activities</b> .....	25
<b>4. Talks and Visits</b> .....	26
<b>5. Performances</b> .....	26
<b>6. Post Exam Activities</b> .....	27
<b>7. Guidance Program &amp; Personal Growth Education</b> .....	27
<b>8. The Understanding Adolescent Project (UAP)</b> .....	28
<b>9. After-school Programs</b> .....	29
<b>10. Uniform Groups &amp; Service Groups</b> .....	29
<b>11. Moral and National Education</b> .....	30
<b>12. Student Welfare</b> .....	31
<b>13. Whole School Approach to Integrated Education</b> .....	32

<b>IV. Student Performance .....</b>	<b>34</b>
<b>1. Scholarships .....</b>	<b>34</b>
<b>2. Pupils' Physical Development .....</b>	<b>34</b>
<b>3. Interschool Events and Awards.....</b>	<b>36</b>
<b>V. Achievements and Reflection on Major Concerns.....</b>	<b>38</b>
<b>VI. Key Issues of the New School Development Plan 2018-2019 .....</b>	<b>45</b>

# **I. Our School**

## **1. School Vision**

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

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

## **2. School Mission**

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

### 3. School Management

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

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

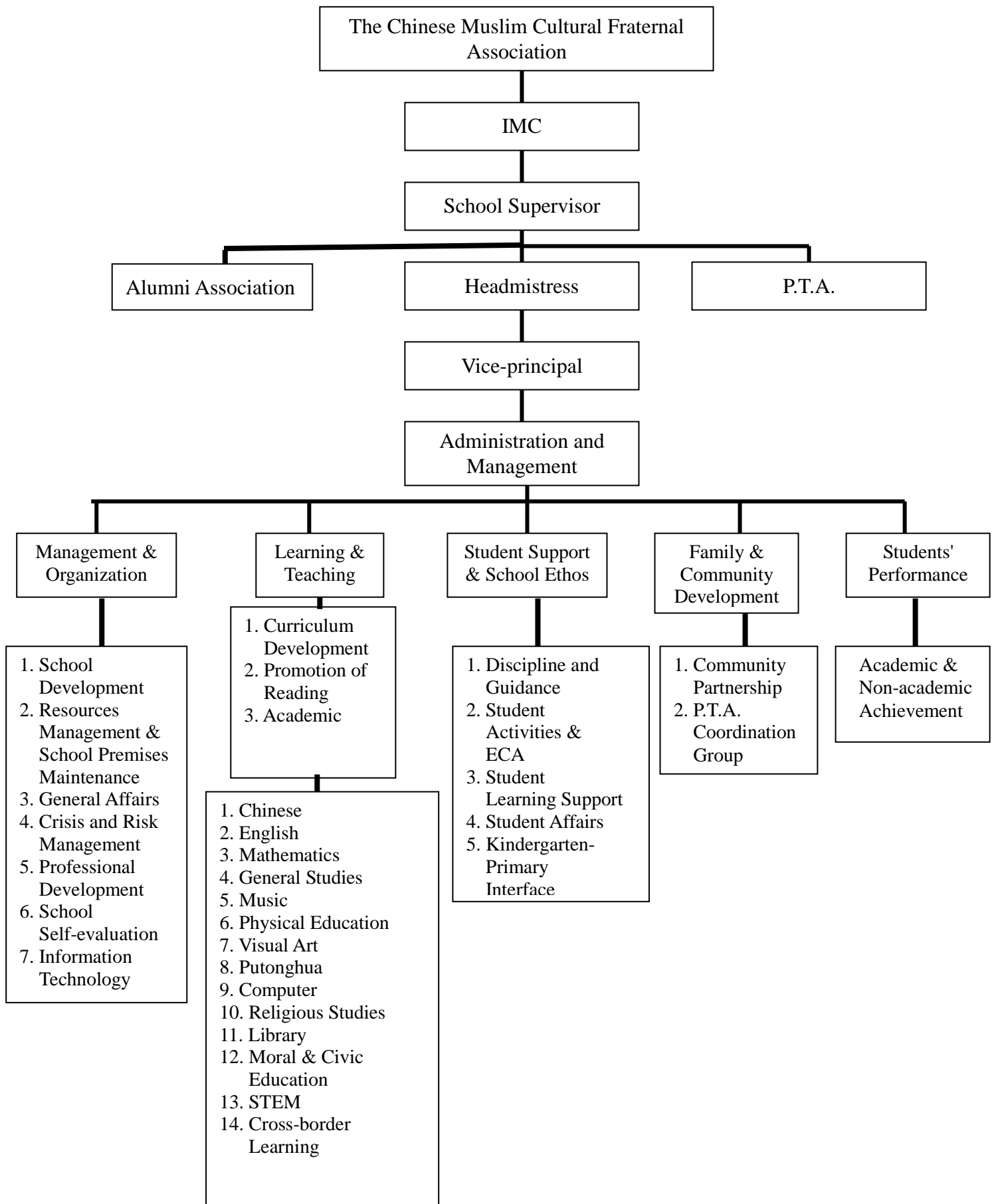
Supervisor: Ha Hay Cheong

Managers: Yeung Yee Woo, Ebrahim (Sponsoring Body Manager)  
 Sat Sing Hin, Saadullah (Sponsoring Body Manager)  
 Ma Siu Wen (Sponsoring Body Manager)  
 Ha Kay Wai, Harry (Sponsoring Body Manager)  
 Ma Wai Sze (Sponsoring Body Manager)  
 Cheung Tai Yan (Sponsoring Body Manager)  
 Ma Shuk Yee Ayishah (Alternate Sponsoring Body Manager)  
 Chow Yun Cheung (Independent Manager)  
 Ng Sui Lan (Principal)  
 Hon Yuet Kit (Parent Manager)  
 Ms. Kusmindarwati Djuarno (Alternate Parent Manager)  
 Ko Tak Yin (Teacher Manager)  
 Lee Wai Keung (Alternate Teacher Manager)

#### **2019-2020 Structure of Incorporated Management Committee (IMC)**

Members School Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
17-18	7	1	1	1	0	1
18-19	7	1	1	1	0	1
19-20	7	1	1	1	0	1

# 4. School Organization



## 5. Staff Establishment

Teachers in school year 2019/20

Principal	Vice-principal	PSM	CD	SENCO	APSM	Librarian	NET	合約教師	Total
1	1	5	1	1	27	1	1	4	42

## 6. Staff List

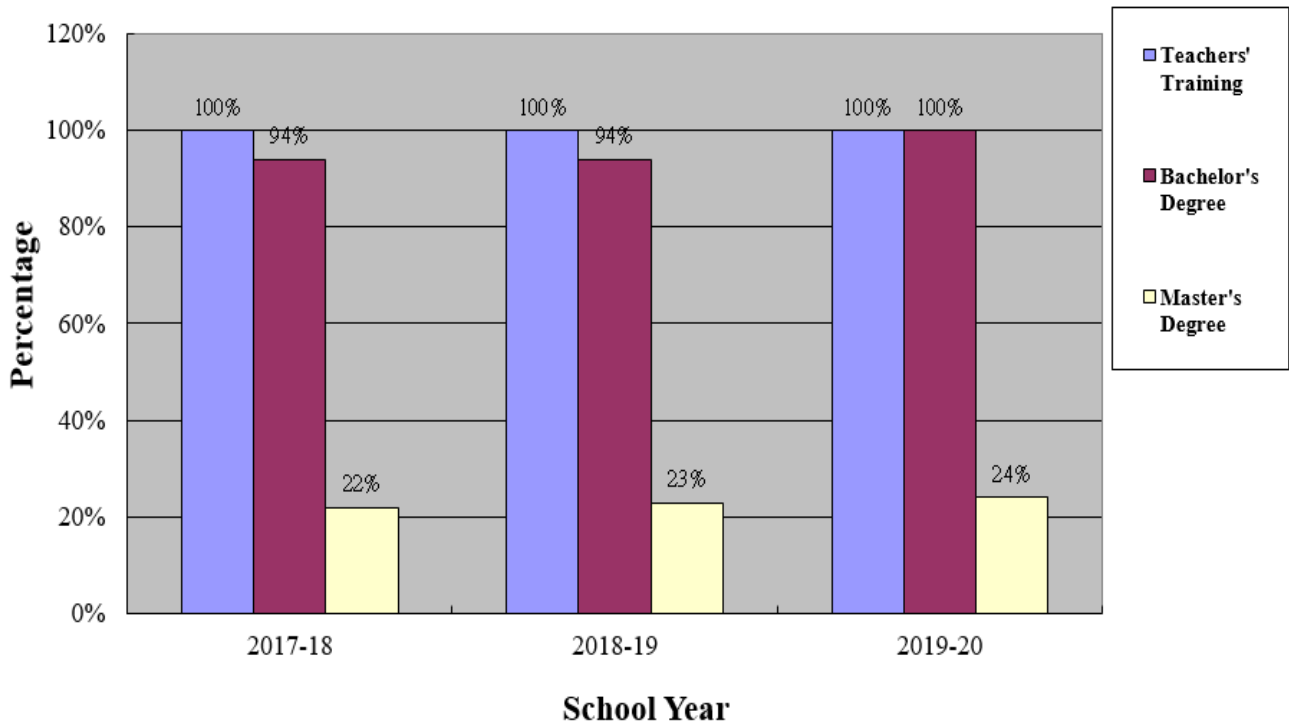
Principal :	Ms. Ng Sui Lan
Vice-Principal :	Ms. Kwok Wing Ha
Administration Committee :	Ms. Ko Tak Yin, Mr. Lee Wai Keung, Mr. Mok Hon Wai Mr. Tong Chin Hung, Mr. Mo Chun Leung, Mr. Tsang Yiu Kei, Ms. Sun Yi, Ms. Lee Mei Ngan, Mr. Cheung Kin Wai,
Curriculum Development :	Ms. Lee Po Po
Teachers :	Mr.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

Class teacher:

6A	Lang Ying Nam	6B	Ng Kwok Chu	6C	Wong Chi Yung		
5A	Wong Chun Yiu	5B	So Kathleen	5C	Cheng Siu Wing		
4A	Lai Kit Chi	4B	Yuen Man Ling	4C	Lo Kit Ying		
3A	Lin Cheuk Ying	3B	Cheung Man Yin	3C	Lam Shu Piu	3D	Ko Ying Fung
2A	Lau Wai Lung	2B	Chiang Siu Ching	2C	Yuen Wing Ting		
1A	Maria-jabeen	1B	Chung Sin Wa	1C	Law Shuk I	1D	Tse Wing Chuk

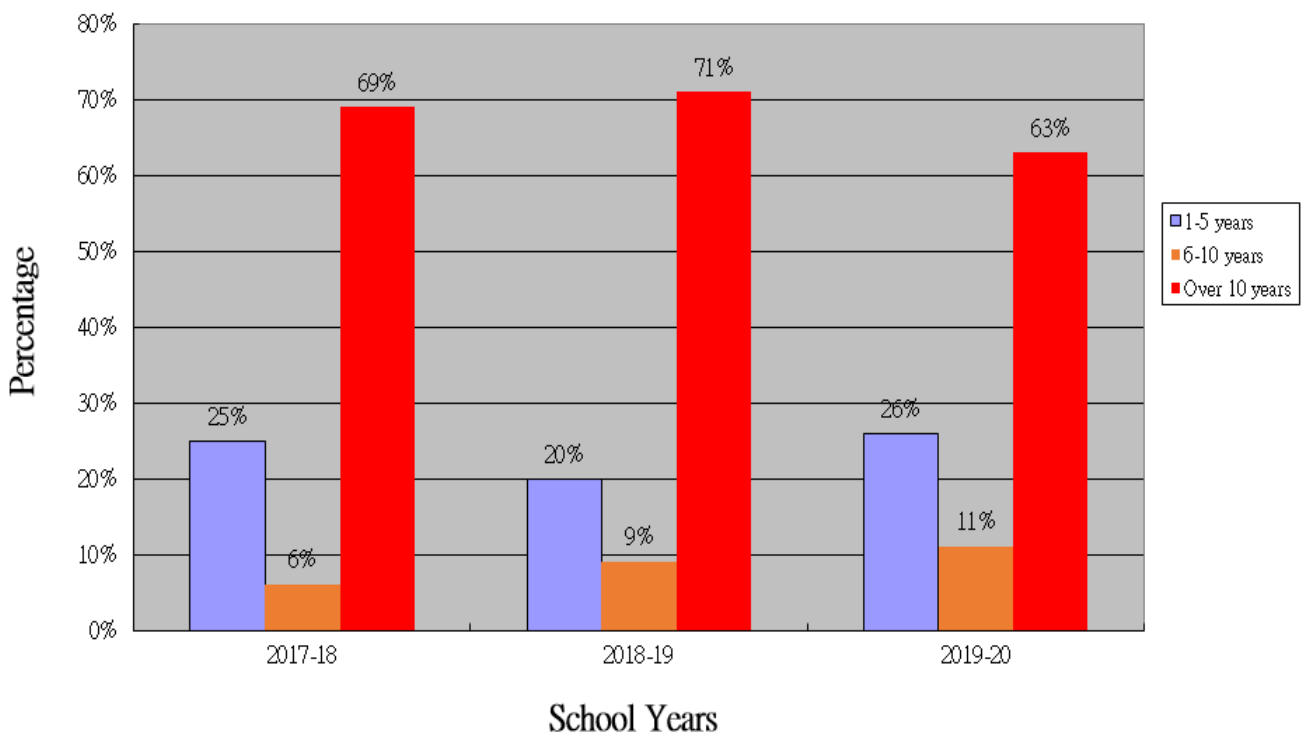
## 7. Teachers' Qualifications

### Teacher Academic Qualification



## 8. Teachers' Experience

### Experience of Teaching





## 9. Teachers' Professional Development

Date	Events
10/9/2019	SAL Network School Briefing Session (EDB)
23/9/2019	Seminar on "Early Identification and Guidance for Primary One Students with Learning Difficulties" (EDB)
24/9/2019	Seminar on "Optimizing Classroom Teaching and Improving the Learning Effectiveness of Students with Special Educational Needs" (EDB)
9/10/2019	Guidance for Newly Appointed General Studies Panel Heads/Coordinators of Primary Schools (Revised) (EDB)
10/10/2019	"Tell-A-Tale" Children's Storytelling Competition 2019/20(Teacup Productions)
30/10/2019	Primary School Visual Arts Curriculum Planning Series: (I) Subject Teaching Design Under Thematic Unit (Revised) (EDB)
11/11/2019	Growing Sky Project (Primary School) Supplementary Courses and Workshop on Application of Resilience Theory-School Coordination (EDB)
20/11/2019	Thematic Lecture "Assessment for Learning Enhancing: 2019 Territory-wide System Assessment" Chinese Language in Primary 3 (Students with Special Educational Needs and Non-Chinese Speaking Students) (EDB)
23/11/2019	Thematic lecture "Assessment for Learning: A Territory-wide System Assessment in 2019" Grade 6 Mathematics in Primary School (Overall Student Performance) (EDB)
26/11/2019	Seminar on Identification Methods and Intervention Strategies for "School Children Affected by Domestic Violence" (EDB)
27/11/2019	Non-Chinese Speaking Students' Chinese Literacy Development and Teaching and Using Additional Funding to Support Non-Chinese Speaking Students in Learning Chinese (EDB)
27/11/2019	Thematic lecture "Assessment for Learning: A Territory-wide System Assessment in 2019" Primary 3 Mathematics (Overall Performance of Students) (EDB)
28/11/2019	Information Technology Education Technology Series: Evaluation of Using Online Tools and Single Board Computers to Promote Learning (Advanced Level) (EDB)
29/11/2019	Dealing with the Emotional and Social Problems of Students with Autism: Stratified Support for Students with Autism Model (AIM Model): Strategy Workshop 1 [Primary School]
4/12/2019	Information Technology Education Pedagogy Series: Strategically Use Mobile Learning to Design Teaching Activities in Primary Schools to Enhance Student Participation and Learning Effectiveness
7/12/2019	Overview of the Principal's Qualification Certification Process and Workshop on Writing the Proposed Principal's Professional Development Information Booklet

	(Primary School) (EDB)
10/12/2019	# In-House Sharing for All Teachers How to Improve Students' Pronunciation Skills Workshop
10/12/2019	# In-house Sharing for All Teachers Workshop on Understanding and Helping Students with Autism
10/12/2019	Information Technology Education and Subject-related Series: Using Electronic Textbooks to Cater for Learning Diversity in Chinese Language in Primary Schools (basic level)
8/1/2020	Dealing with the Emotional and Social Problems of Students with Autism: Stratified Support for Students With Autism Model (AIM Model): Strategy Workshop 1 [Primary School] (EDB)
10/1/2020	# In-house Sharing for All Teachers Questioning Skills Workshop
8/2/2020 to 7/3/2020	Small Class Teaching Professional Development Activity-"Using Effective Teaching Strategies to Optimize Small Class Learning and Teaching" 15-Hour Workshop 2019-2020 (English)
21/5/2020	Back to School After COVID-19
23/5/2020	Learning and Teaching of the Second Language Learning Framework of Chinese Language Curriculum: Selection and Adjustment of Learning Materials (Revised) (EDB)
23/5/2020	Leading School Innovation in Urgent Times (EdUHK)
24/6/2020	P.3 Curriculum Development Sharing (EDB)
27/6/2020	Concepts of Second Language Learning and Learning and Teaching Strategies (Revised) (EDB)
2/7/2020	Enhance the Evaluation Literacy Learning Community (EDB) Through Effective Use of Students' Adaptive Learning Resources
7/7/2020	STEM Educational Learning, Teaching and Assessment Series: Using Graphical Programming Language Tools in Computer Classroom to Develop Computational Thinking Workshops for Primary and Middle School Students
15/7/2020	Microsoft X Xenus Webcast Launches Student-Owned Device (BYOD) and Care Fund (CCF) School Sharing Session
20/7/2020	Word Problem Design(HKU)
28/7/2020	Chinese Teaching Strategies under the Epidemic
13/8/2020	Focus Group on Fine-tuning of Assessment Tasks and Questions for the English Language subject(EDB)
15/8/2020	Implement the Recommendations of the Task Force on Teacher Professional Development---Briefing Session (EDB)

20/8/2020	General Knowledge Online Teacher Account Workshop---Curriculum Development and Implementation (Education Publishing House Ltd)
20/8/2020	Thematic Lecture "Assessment for Learning Enhancing: 2019 Territory-wide System Assessment" English Language in Primary Six (Students With Special Educational Needs and Non-Chinese Speaking Students) (EDB)
24/8/2020	EPH Online Classroom Support (Education Publishing House Ltd)
24/8/2020	SAL English Workshop (EDB)
25/8/2020 to 20/9/2020	2020 New Teacher Training Course
28/8/2020	# In-house sharing for English teachers NET workshop: Grammar Teaching
28/8/2020	# In-House Sharing for All Teachers Teacher Zoom Internship Period

## 10. Communication with Parents

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

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

### A. The Parent Teacher Association

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

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

<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. Zhong Chu Jun</b>	<b>Ms. Yuen Man Ling</b>
Treasurer	<b>Ms. Kusmindarwati Djuarno</b>	<b>Mr. Au Yeung Kam Wa</b>
Welfare and Activities Coordinator	<b>Mr. Wan Xin Zhao</b> <b>Ms. Kaur Ramandeep</b>	<b>Ms. Law Shuk I</b> <b>Mr. Cheung Kin Wai</b>
Liaison Officer	<b>Ms. Wong Oi Wah</b>	<b>Ms. Sun Yi</b>

## B. Connection with parents/ Parent Education

Date	Events
21/8/2019-29/8/2019	Changes of School Life (P.1)
6/9/2019	Parent Volunteer Training
13/9/2019 27/9/2019 4/10/2019	Happy Family and Racial Harmony Activity
First Term	Home Visit for P.1 Students and New Students (Cancelled due to social movement)
24/10/2019	School Picnic
21/11/2019	PTA Annual Meeting
5/12/2019	Sports Day
28/2/2020	Parents' Tea Gathering (Cancelled due to Covid-19)
29/2/2020	Parent-Child Day Camp (Cancelled due to Covid-19)
26/3/2020	Lesson Observation for P.1 and P.2 Parents (Cancelled due to Covid-19)

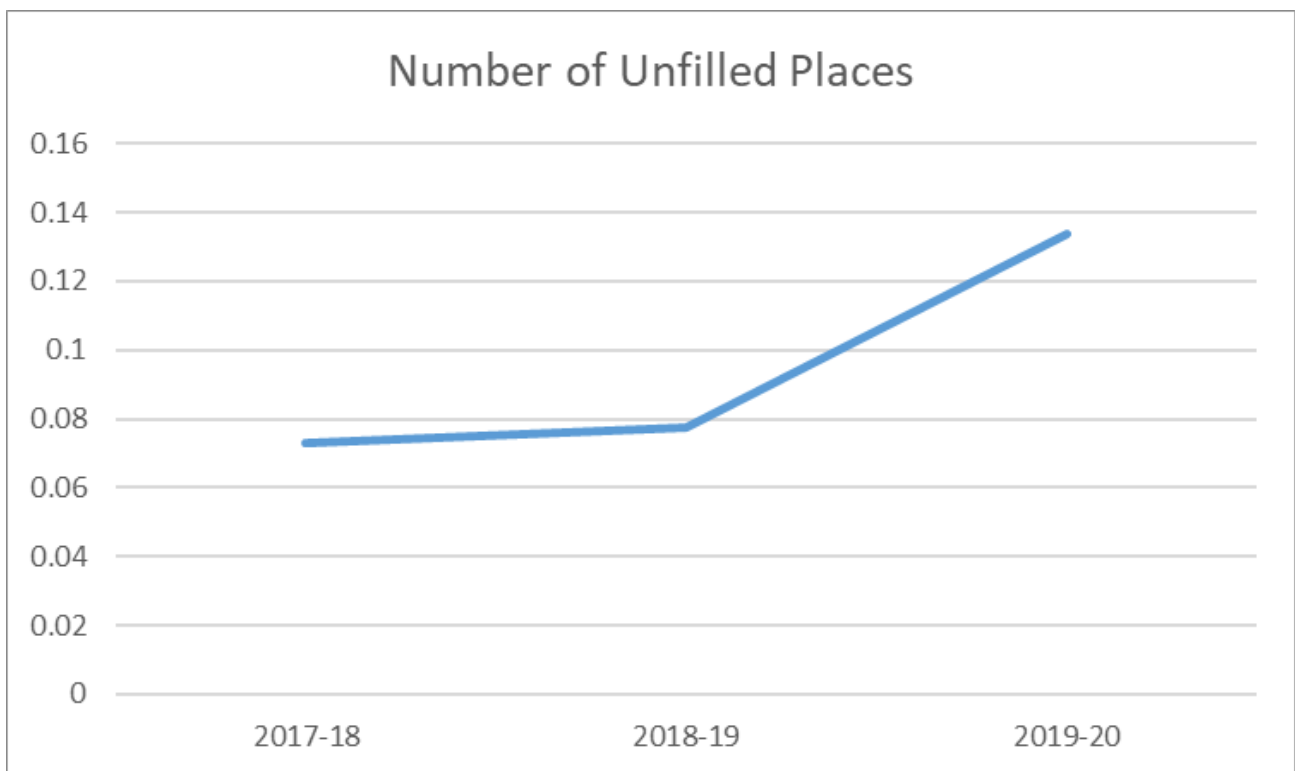
## C. Volunteer service

Date	Events
9/2019	Lunch Time Parent Helper
24/10/2019	School Picnic
5/12/2019	Sports Day
19/12/2019	Seasonal Party
	Parent-child Volunteer Service (1) - Visiting the Elderly (Cancelled due to Covid-19)
	Parent-child Volunteer Service (2) – Flag Day (Cancelled due to Covid-19)
	P.1 Registration (Cancelled due to Covid-19)
	40 <sup>th</sup> Anniversary Carnival (Cancelled due to Covid-19)

## 11. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	4	3	4	3	3	3	20
Capacity	100	75	100	75	75	75	500
Boys	47	35	49	41	34	39	245
Girls	29	26	35	33	35	30	188
Total Enrollment	76	61	84	74	69	69	433

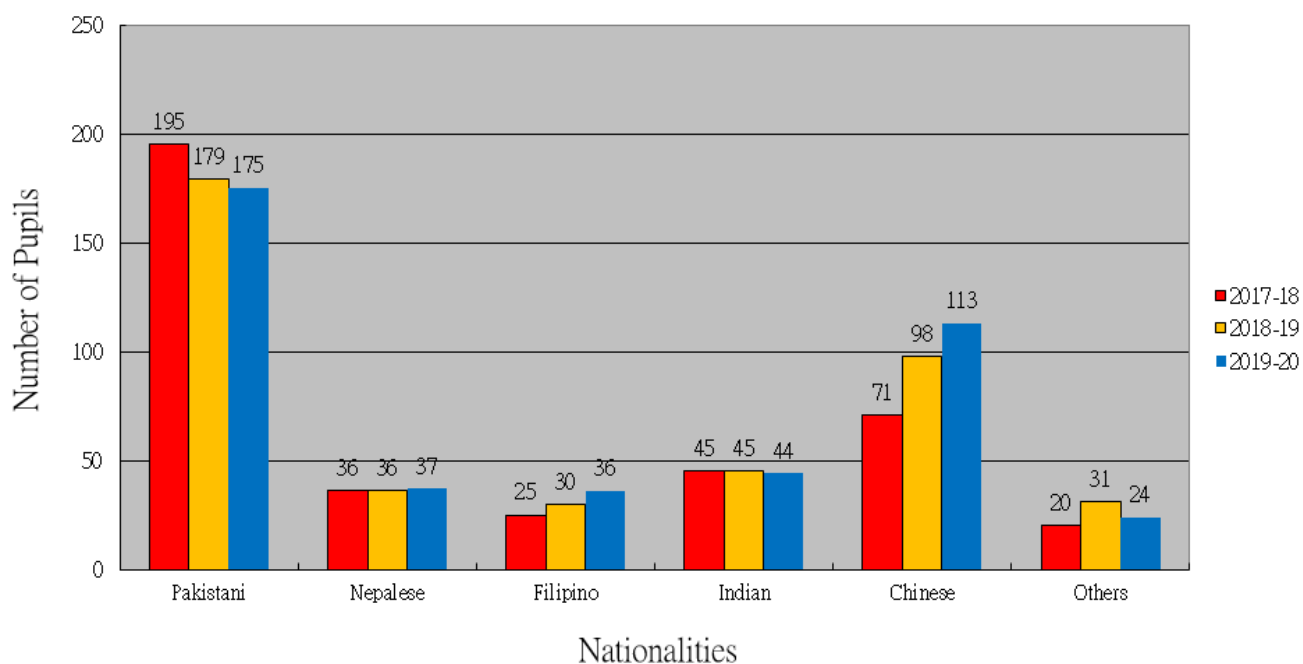
## 12. Number of Unfilled Places



### 13. Ethnic Distribution of Pupils

Ethnic Distribution of Pupils

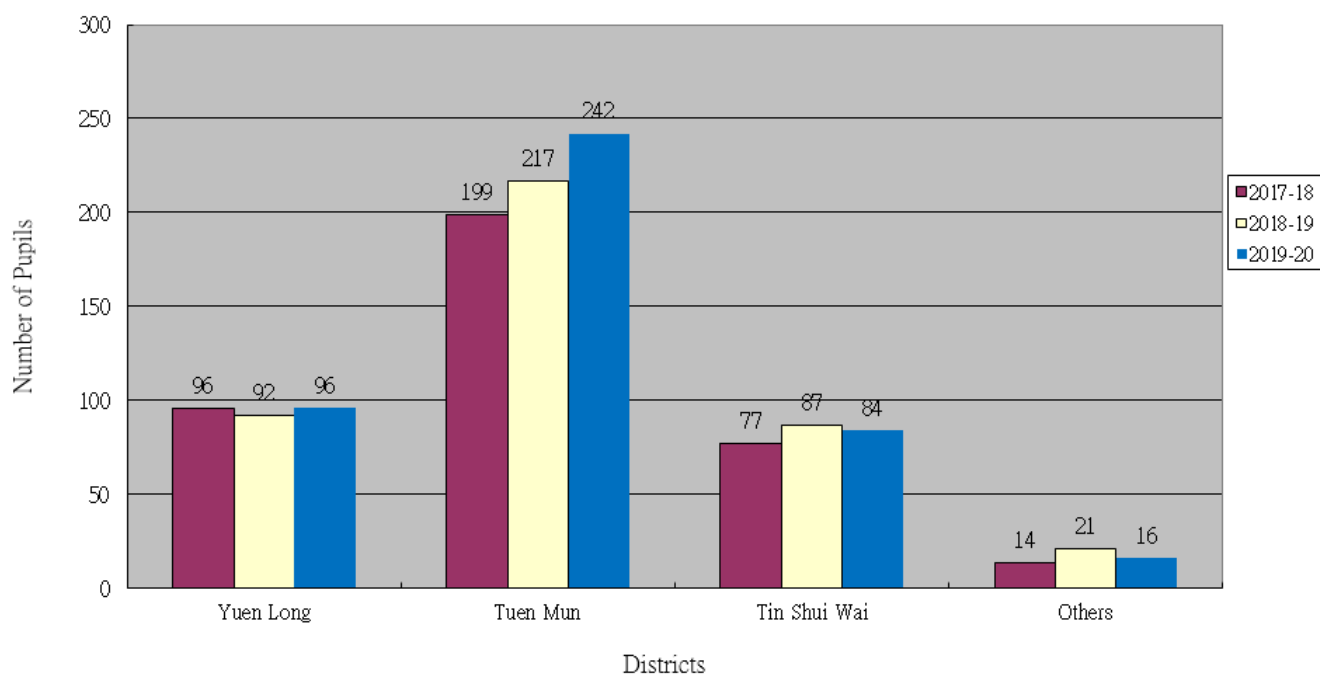
As updated at October, 2019



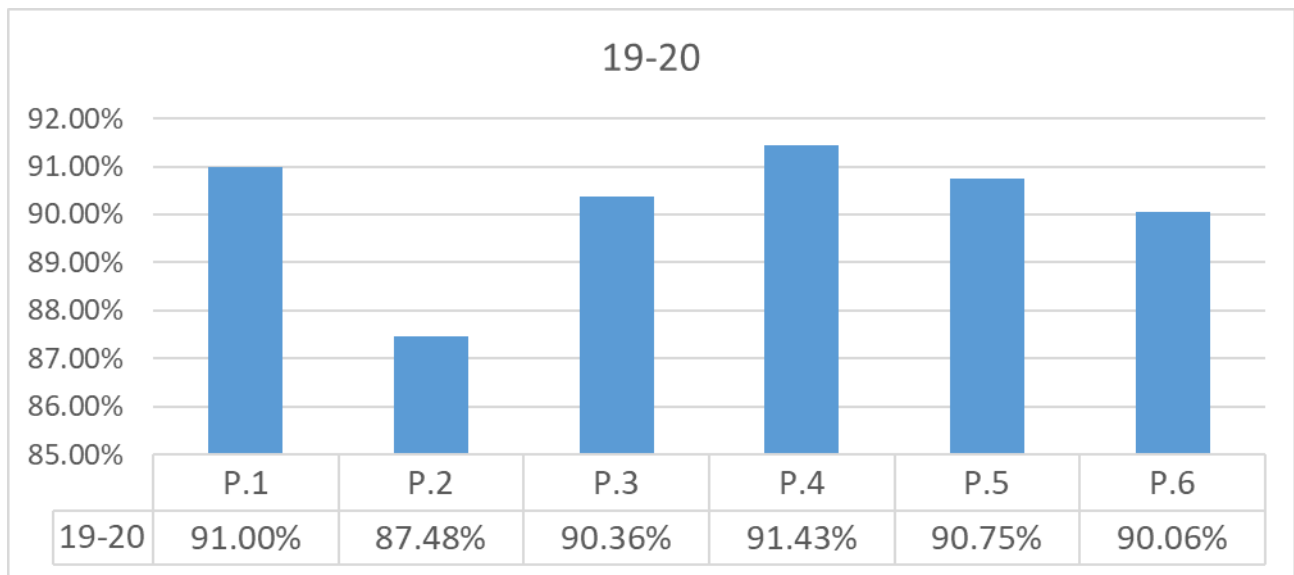
### 14. Residential Distribution of Pupils

Residential Distribution of Pupils

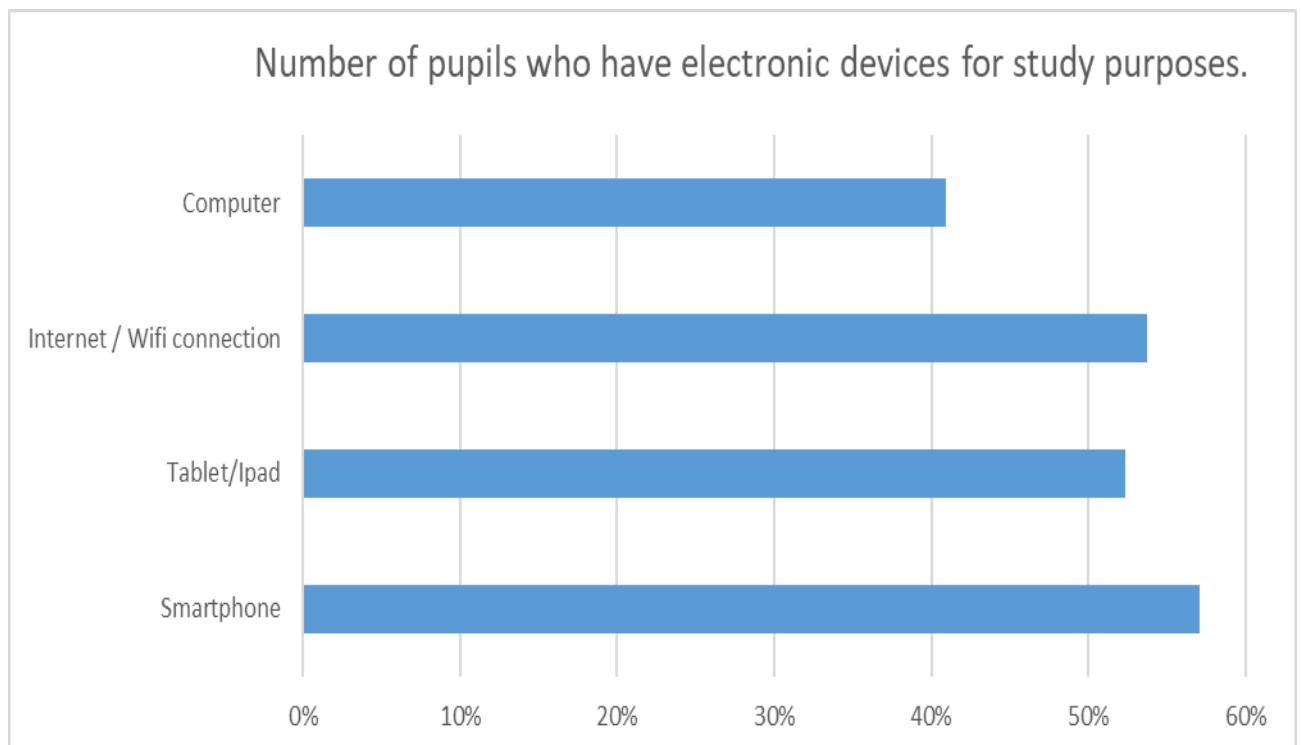
As updated at June, 2020



## 15. 2019-2020 Attendance



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



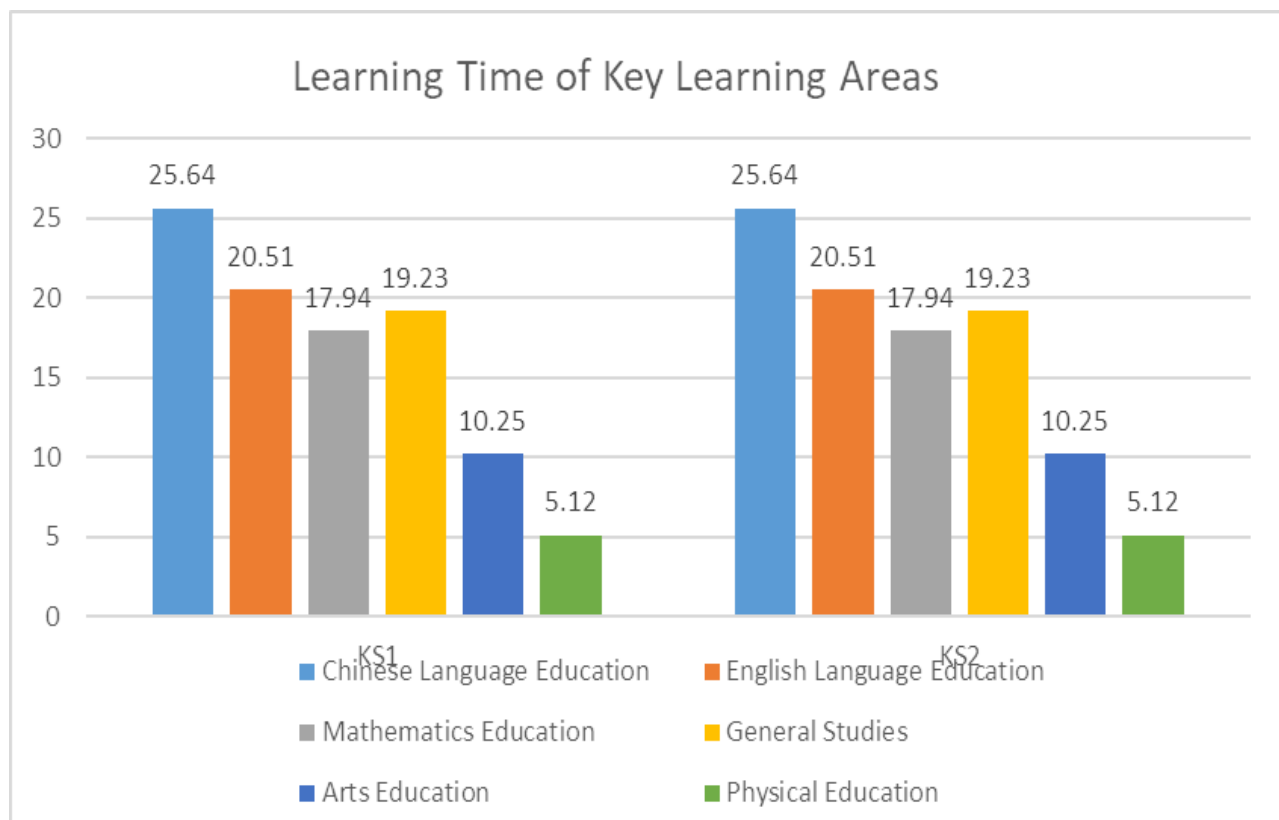


## II. Learning and Teaching

### 1. Lesson Allocation

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

### 2. Learning Time of Key Learning Areas



### 3. Examinations

Examination	Date
P.6 First Term	10/12/2019-13/12/2019
P.1-5 First Term	6/1/2020-9/1/2020
P.6 Second Term	15/4/2020-20/4/2020 (Cancelled due to Covid-19)
P.1-4 Second Term	2/6/2020-5/6/2020 (Cancelled due to Covid-19)
P.5 Second Term	7/7/2020-10/7/2020

### 4. Number of Active School Days

#### Number of Active School Days in 2019-2020

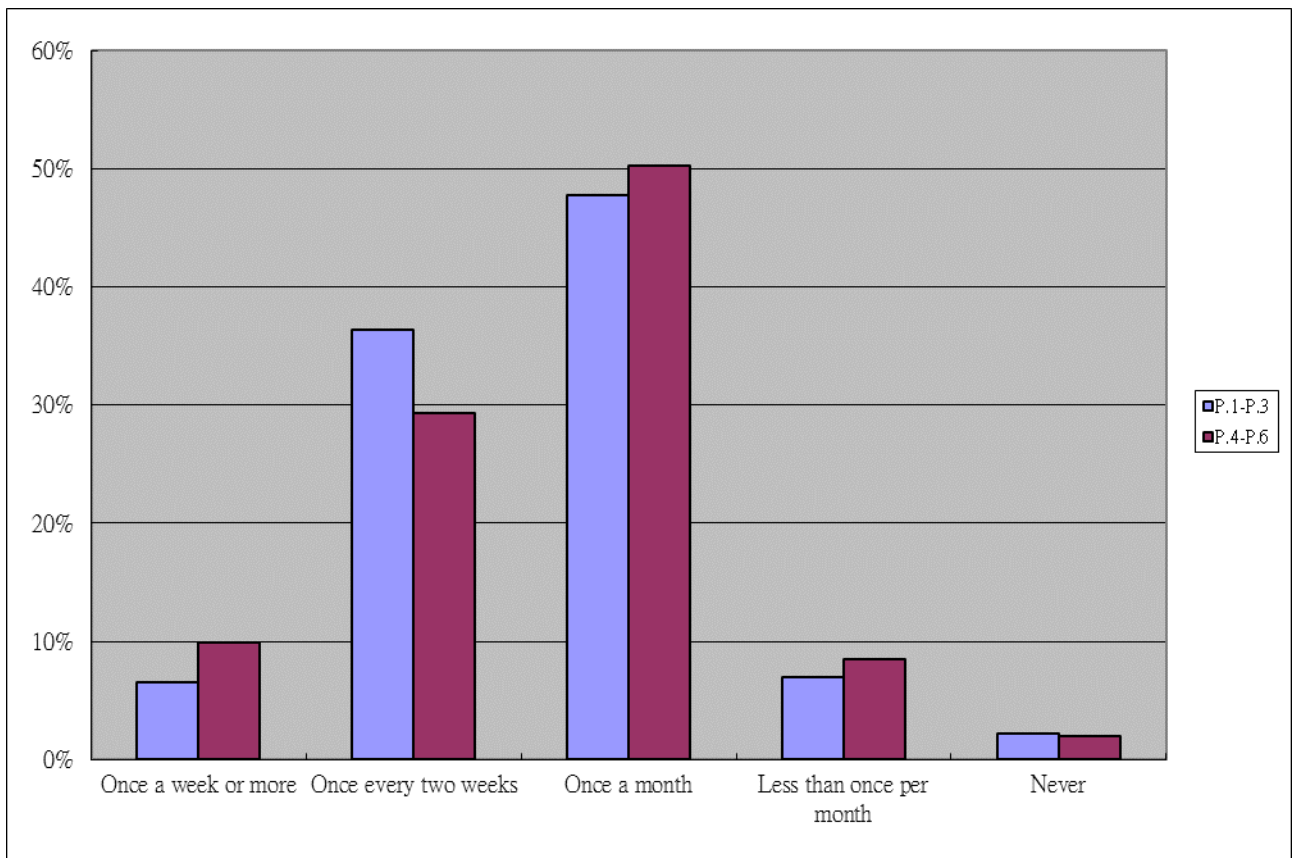
Level	School Days	#Active School Days
P.1-P.3	191	179
P.4-P.6	191	181

# (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.

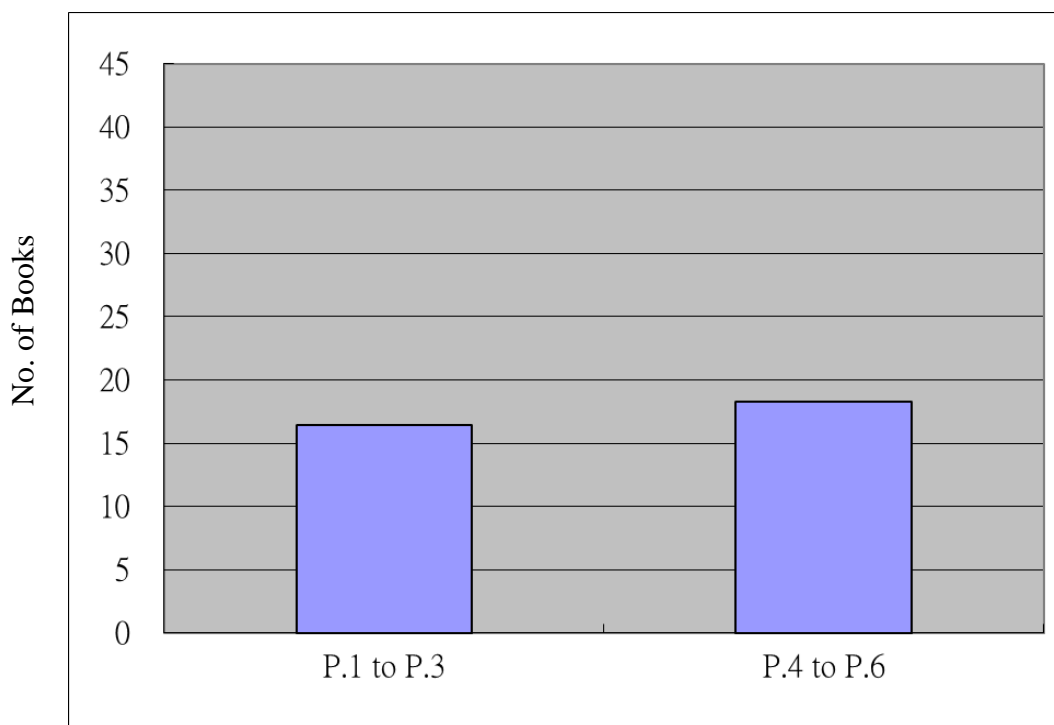
(2) The actual number of school days does not deduct the days that the Education Bureau announced for the suspension of classes.

## 5. Reading Habits

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



**Average No. of Students Borrowing Reading Materials from the School Library (2019-2020)**



## 6. School Based Curriculum

Subject	Content
English	<ul style="list-style-type: none"> <li>● Two core learning and reading strategies were taught at each level. P.1 and 2: skimming and sequencing, P.3 and 4: comparing/contrasting and finding main ideas, P.5 and 6: making inferences/making conclusions and questioning</li> <li>● Established a P.4-6 e-learning platform for self-learning (Google classroom)</li> <li>● Teaching P.3 students reading strategies through BCA exercises and enhanced reading competence was cancelled due to the school suspension</li> <li>● Designed extended learning tasks for all levels: Students extended their learning to their daily life. They shared and collected the information in class</li> <li>● Implemented the P.1-3 PLP-R/W program, co-planning and co-teaching</li> <li>● Implemented the NET Program in P.1, P.3 and P.5</li> <li>● Implemented a NET writing program in P.6 and P.5</li> <li>● Organized a Penmanship program to foster students' calligraphy skills</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 Day (once a week) with student performances to enable them to develop their talents and increase their interest in English</li> <li>● Implemented leveled reading in P.3 - P.6 in order to enhance student reading abilities and interests</li> <li>● Designed tasks in some grades to match the themes: "Love Ourselves and Love Others" in the GE curriculum (using P.5 Healthy Eating; P.1 My New Friends; P.6 Good Habits; P.2 Housework is Fun!)</li> <li>● English &amp; Maths Games Day was cancelled due to the school suspension</li> <li>● The BBS program for selected P.1 students with the help of higher grade schoolmates to arouse and enhance their interest in learning English was cancelled due to the school suspension</li> </ul>
Chinese	<ul style="list-style-type: none"> <li>● 優化中文課程與學習策略框架，增潤不同的學習策略，讓學生的學習有層階性的提升，亦提升學生的自學能力。</li> <li>● 老師配合「中國語文課程第二語言學習架構」為非華語學生設計不同層階的課業(閱讀理解部份)、教學活動及評估。</li> <li>● 發展六年級主流課程的寫作課程，讓學生的寫作表現有所提升。</li> <li>● 發展五年級的非華語學生課程，以提升學生的語文能力。</li> <li>● 優化一至四年級的非華語中文課程</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>● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」(三至六年級)</li> <li>● 推廣繪本教學，透過圖書學習語文元素及品德情意。(一至二年級)</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> </ul>

Subject	Content
	<ul style="list-style-type: none"> <li>● 舉辦書法比賽，以培養及提高學生對中文書法之興趣，並使他們從小著重書法的技巧及掌握正確的書寫方法。</li> <li>● 每週舉辦「中文日」，由學生作主導，表演形式包括：講故事、朗讀童謠和話劇表演等，藉此提高學生學習中文的興趣。</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>● Four “Unit Exercise” booklets were 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 tests, and parent observations)</li> <li>● An Enhancement Class for P.5 &amp; P.6 was organized</li> <li>● A Multiplication Activity for P.3 students to help them remember multiplication was cancelled due to the school suspension</li> <li>● Thematic learning programs for P.1 to P.3 students were cancelled due to the school suspensions</li> <li>● Extra-curricular activities included the Rummikub game, and different Math games to increase students’ interest and confidence in learning Math</li> <li>● Selected P.6 students helped P1 students with basic math</li> <li>● Form Math ambassadors promoted math games and encouraged students to share and enjoy the fun of math</li> </ul>
General Studies	<ul style="list-style-type: none"> <li>● The Environmental Protection Programme for students including: <ul style="list-style-type: none"> <li>- the P.1-P.3 Plastic Bottles Recycling Competition was cancelled due to the school suspension</li> <li>- the P.4-P.6 Eco Toys Design Competition was cancelled due to the school suspension</li> <li>- the Gardeners training programme in ECA period was implemented</li> </ul> </li> <li>● STEM education activities were developed: <ul style="list-style-type: none"> <li>- STEM activities are related to the topics in the textbook</li> <li>- the STEM Day arranged after the final examination was cancelled due to the school suspension</li> </ul> </li> <li>● An educational visit for P.1 to P.6 students to extend their learning was cancelled due to the school suspension</li> <li>● A P.5 subject-based project learning focusing on "Consumers' Rights" was not done due to the tight schedule of preparing students for the exams, parts of it however were included in the Summer Holiday homework</li> <li>● P.4-P.6 students searched for news online related to the topics they learnt</li> <li>● P.4-P.6 students used apps to draw concept maps</li> </ul>
Library	<ul style="list-style-type: none"> <li>● The school held morning reading for the whole school each week every Monday, Tuesday and Thursday morning</li> <li>● Books related for themes in the integrated learning week were prepared</li> <li>● A Reading Scheme to accommodate students’ interests and learning needs was implemented</li> <li>● The Book Exhibition held on Parent’s Day was cancelled</li> <li>● Competitions to encourage students to read were organized: <ul style="list-style-type: none"> <li>- Book Cover Coloring Competition for P.1 students</li> </ul> </li> </ul>

Subject	Content
	<ul style="list-style-type: none"> <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> <li>● Storybook role-play activities for P.1 – P.6 students were cancelled due to the school suspension</li> <li>● A Chinese and English, "Leveled Reading Scheme" promoted self-directed and independent reading.</li> <li>● Cross-curricular reading activities including, "Learning to Read" to "Reading to Learn"</li> <li>● Chinese Storytelling Workshop for parents</li> <li>● Parent Volunteers share Chinese stories with P.1 to P.3 students</li> </ul>
Information Technology	<ul style="list-style-type: none"> <li>● I.T. skills for self-learning were developed</li> <li>● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held</li> <li>● An online learning platform was set up for teachers to put their teaching resources: teaching videos, online exercise, etc. for students to learn</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>● Different competitions and activities were organized to enhance students' learning motivation</li> <li>● Core courses used at all levels were optimized to improve the vertical visual school-based arts curriculum</li> <li>● An artistic atmosphere on the fourth floor was created near the art room</li> <li>● Organized art groups and a drawing class, in the Friday afternoon extra-curricular activities, developed students' potential and skill</li> <li>● A wide range of evaluation types (teachers' self-evaluation, student's self-evaluation, student's peer evaluation, class performance) were employed</li> <li>● On-line sources were used for teaching</li> <li>● A 40<sup>th</sup> Anniversary Mosaic workshop was held in order to enhance the sense of school belonging and improve student skills in mosaic making</li> </ul>
Music	<ul style="list-style-type: none"> <li>● A percussion instrument team, hand-chime school team, pop band and African drum extracurricular classes were organized after school</li> <li>● A hand chime group, choir and "Fun with English" groups were organized as extracurricular activities on Wednesday</li> <li>● Harp &amp; Violin classes were organized on Saturdays</li> <li>● Students from P.3 – P.4 were not selected to join the Hong Kong School Music Festival solo singing competition due to the school suspension</li> <li>● The Inter-class singing competition was cancelled due to the school suspension</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>● A diversified mode Physical Fitness Test was created</li> <li>● Regular P.E. lesson routines facilitated discipline and safety</li> <li>● Sports Day and training programs were made for students</li> <li>● Various opportunities were given for school sports teams to participate in different inter-school competitions</li> <li>● By introducing and using a sports diary, students were encouraged to do exercise and develop their reading habits</li> </ul>

Subject	Content
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>● 以教授拼音及普通話日常用語為主</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>● Material based on the School-based curriculum 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, enhancement tutorial classes were provided. In addition, a curriculum development officer from the Education Bureau provided support to the English the subject panel and teachers to optimize P.3 and P.4 school-based curriculum. A curriculum development officer from the Education Bureau provided support to the Chinese subject panel and teachers to develop the P.4-P.5 NCS Chinese curriculum. The English subject panel and teachers worked with a consultant. Regular curriculum development meetings for P.6 teachers were held to develop a curriculum focusing on writing.

### III. Support for Student Development

#### 1. School Functions

School Functions	Participants	Date
P.1 Orientation	P.1	27-29/8/2019
School Commencement Day	P.1-6	2/9/2019
Dress Casual Day	P.1-6	13/9/2019
UAP Opening Ceremony	P.4	2/12/2019
School Picnic	P.1-6	24/10/2019
Parents' Meeting & PTA Annual Meeting	P.1-6	21/11/2019
Parents' Day	P.1-6	(Cancelled due to school suspension)
Sports Day	P.1-6	5/12/2019
UAP Closing Ceremony	P.4	(Cancelled due to school suspension)
40 <sup>th</sup> Anniversary Carnival	P.1-6	(Cancelled due to school suspension)
Joyful Fruit Day	P.1-6	(Cancelled due to school suspension)
Graduation Day	P.1-6	4/7/2020
Prize-giving Day	P.1-6	(Cancelled due to school suspension)

#### 2. School Activities

School activities	Participants	Date
Prefect Training Workshop (1)	P.3-6	17/10/2019
Discipline Competition	P.1-6	25/11/2019-6/12/2019
Parent-Child Outdoor Adventure Training	P.4	(Cancelled due to school suspension)
Hong Kong Speech Festival Rehearsal	P.1-6	8/11/2019
Cleanliness Competition	P.1-6	25/11/2019-6/12/2019
Drawing Competition	P.1-6	(Cancelled due to school suspension)
Integrated Learning Week	P.1-6	15/1-21/1/2020
Education Camp	P.6	7/1/2020-9/1/2020
English Penmanship Competition	P.1-6	13/1/2020-14/1/2020



Prefect Training Workshop (2)	P.3-6	(Cancelled due to school suspension)
UAP Overnight Camp	P.4	(Cancelled due to school suspension)
PTA Parent-child Day Camp	P.1-6	(Cancelled due to school suspension)
Inter-class Singing Competition	P.1-6	(Cancelled due to school suspension)
Chinese Penmanship Competition	P.1-6	(Cancelled due to school suspension)
Art and Crafts Competition	P.1-6	(Cancelled due to school suspension)
Q & A Competition	P.1-6	(Cancelled due to school suspension)
Chinese Composition Competition	P.1-6	(Cancelled due to school suspension)
UAP Volunteer Ocean Park Visit	P.5-6	(Cancelled due to school suspension)
Games Day	P.1-3	(Cancelled due to school suspension)
STEM Day	P.1-6	(Cancelled due to school suspension)
English & Math Games Day	P.1-6	(Cancelled due to school suspension)
Table Tennis Competition	P.3-5	(Cancelled due to school suspension)

### 3. Extra-curricular Activities

Steady Groups	Rotating Groups
1. Debate Group	1. Fun with Putonghua
2. Scrabble	2. Scientific Experiments
3. Cool Think Programming	3. Fun with English
4. Clay Making Group	4. Chess Playing
5. Accessories Making Group	5. Logical thinking & Physical Fitness
6. English Story Group	6. Reading Group
7. Table Tennis Group	7. Arts & Crafts
8. Sports Activity Group	
9. Badminton Group	
10. Choir	

11. Gardening Group	
12. Board Games Group	
13. Chinese MC Training Group	
14. Math Games Group	
15. Naat Group	
16. Magic Group	
17. Hand Chime Group	
18. Junior Master Chef Group	

## 4. Talks and Visits

Talks		
Topic	Participants	Date
Joyful @ School (Friendship)	P.1-P.6	(Cancelled due to school suspension)
Joyful @ School (Care)	P.1-P.6	
Joyful @ School (Respect Teachers)	P.1-P.6	

Visit		
Venues	Participants	Time
Hong Kong Zoological and Botanical Gardens	P.1 students	(Cancelled due to school suspension)
Tuen Mun Fire Station	P.2 students	
The Health Education Exhibition and Resource Centre	P.3 students	
Fanling Environmental Resource Centre	P.4 students	
The Hong Kong Jockey Club Drug InfoCentre	P.5 students	
Hong Kong Space Museum	P.6 students	

## 5. Performances

Event	Participants	Time
PTA Annual Meeting	1A (English song) 1B (English song) 1C (English song) 1D (English song)	21/11/2019

## 6. Post Exam Activities

Items of activities	Participants	Time
STEM Activities	P.1-6	(Cancelled due to school suspension)
Consolidation week	P.1-6	
Graduation Ceremony Rehearsal	P.1-6	2-3/7/2020
Ball Games Day	P.4-P.6	(Cancelled due to school suspension)
STEM Day	P.1-P.6	
Games Day	P.1-3	
English & Maths Games Day	P.1-6	
Table Tennis Competition	P.3-5	
Board Games Day	P.2-3	
Visit Yuen Long Public Library	P.4	
Visit Tao Heung Museum of Food Culture	P.5	

## 7. Guidance Program & Personal Growth Education

### A.

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

### B. Strive for Improvement Program

First Term	Second Term
Improvement Program for Misbehaving Students The Best Improvement Award Scheme My Learning Experiences Program	Strive for Success (Tuen Mun District) Primary Students Award Scheme (Cancelled due to school suspension) The Best Improvement Award Scheme My Learning Experiences Program

## 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 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) promote students' sense of self-efficacy not only through praising them for their achievement, 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: night walk, group competitions and adventure-based activities. Proof of the positive effects of the UAP on students, parents and teachers were collected from surveys, interviews and observations. The program was found to be effective for improving students' ability on various dimensions including anger-management, conflict-resolution, problem-solving, communication skills, classroom behavior, sense of belonging to school, optimism, sense of responsibility and willingness to help others. Similarly, teachers and parents agreed that they had gained a better understanding and built up better relationships with the students.

Activities:

Activities	P4 students	P5 students	P6 students
Orientation	✓	✓	✓
Small Group Session	✓	✓	✓
Day Camp for students *	✓	✓	✓
Overnight Camp for students*	✓		
Parent-child day camp*	✓		
Parent Workshop *	✓		
Volunteer Services *	✓	✓	✓
Closing Ceremony *	✓	✓	✓
Due to the pandemic (COVID19), these activities were cancelled in school year 2019-2020. Make-up activities will be held in school year 2020-2021 according to the actual development of the pandemic.			

## 9. After-school Programs

	Course and Activities	Participants	Time
Community-based After-school Learning and Support Grant	Homework Tutorials	P.2-6	10/2019 – 1/2020
	Visit to Disneyland	P.4-6	Cancelled
	Visit to The Peak	P.3-6	Cancelled
School-based After-school Learning and Support Grant	Cambridge Course	P.5	Cancelled
	Football Class	P.2-6	10/2019 – 1/2020
	Visual Art Class	P.3-6	10/2019 – 1/2020
	Pop Band Class	P.4-6	10/2019 – 1/2020
	Phonics Class	P.1	10/2019 – 6/2020
	Hand Chime Class	P.3-6	10/2019 – 6/2020
	African Drum Class	P.3-6	10/2019 – 1/2020
	Percussion	P.1	10/2019 – 1/2020
	Martial Arts Class	P.1-6	10/2019 – 1/2020
Student Activities Support Grant	Table Tennis Class	P.3-6	10/2019 – 1/2020
	Cricket Class	P.3-6	10/2019 – 1/2020
	Chinese M.C. Training Class	P.4-6	10/2019 – 6/2020
	Floor Curling Class	P.3-6	10/2019 – 1/2020
	Drama Class	P.3-6	10/2019 – 1/2020
Life-wide Learning Grant	Little Reporter Class	P.3-6	10/2019 – 1/2020
	Drawing Class	P.1-2	10/2019 – 1/2020
	Oriental Dancing Class	P.1-6	10/2019 – 1/2020
	Table Tennis Class (ECA)	P.3-6	10/2019 – 1/2020
School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children	Homework Tutorials	P.1-4	10/2019 – 1/2020
Others	Maths Tutorial Classes	P.6	10/2019 – 1/2020
	Mini Tennis Class	P.1-6	10/2019 – 1/2020

## 10. Uniform Groups & Service Groups

Group	Participants
Cub Scouts	P.3-5 (21 pupils)
Understanding Adolescent Project	P.4-6 (55 pupils)
School Prefects	P.3-6 (40 pupils)
Library Helpers	P.3-6 (33 pupils)
Big Brother and Big Sister Program	P3-4 (20 pupils)

School Bus Prefects	P.5-6 (10 pupils)
CYC	P.4-6 (121 pupils)
Caring Ambassador	P.3-5 (20 pupils)
JPC	P.4-6 (60 pupils)
Caring Angel	P.4-5 (18 pupils)
Happy Angel	P.4-5 (14 pupils)

## 11.Moral and National Education

### i. School-based MNE Curriculum

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

In the process, teachers also estimated the learning needs of each class and selected the most suitable learning materials and objectives for students. Partner teachers and discipline teachers 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 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. Students experienced Chinese New Year through concrete experiences.

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.

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". 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.

To match with the school's 40th anniversary, the sub-topic of P5 and 6 is "The History of Tuen Mun and our School's Anniversary". Students can learn about the history of Tuen Mun (the community that our school is located), the development of public housing and the history of The Chinese Muslim Cultural and Fraternal Association (our school sponsoring Body). To commemorate the school's anniversary, students worked in groups to design the classrooms of the future, e.g. visual arts room etc., and then made models of their design.

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

In order to respect the culture of the multiple nationalities in our school, we hold different cultural/country learning days each year that include Pakistani, Indian, Nepali, Filipino, and Chinese New Year learning days. Students learn about the national flags, the regimes and the histories of the countries, 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.

## **12. Student Welfare**

<b>Support Services</b>	<b>Number of Students</b>
Student Health Service	<b>372</b>
School Dental Care Service	<b>373</b>
Student Financial Assistance	<b>104</b>
School Bus Service	<b>161</b>
Lunch Ordering Service	<b>156</b>
Provision of Lunch Subsidy	<b>39</b>

## 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. Learning Support Grant (LSG).</li> <li>2. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs</li> <li>3. Enhanced Speech Therapy Grant</li> <li>4. School-based Educational Psychology Service</li> <li>5. School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children</li> <li>6. School-based After-school Learning and Support Programs</li> <li>7. 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.3 – P.5 students</li> <li>3. Our school provided morning remedial classes once a week for the students with special learning needs who were 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. Parent Seminars enhanced parents’ knowledge of SEN students learning characteristics.</li> <li>10. An educational psychologist and a speech therapist provided workshops for teachers to enrich their knowledge of helping SEN students.</li> <li>11. Chinese and Mathematics enrichment classes were provided in different periods to enhance student academic levels.</li> <li>12. By buying a service, a NGO provided attention training for student with these needs.</li> </ol>
---	---

## IV. Student Performance

### 1. Scholarships

2019-2020 Tuen Mun District student Awards' Program	Cancelled due to Covid-19
"Strive for Success" Tuen Mun District Self-enhancement Training Programme & Award Scheme	Cancelled due to Covid-19
The 2019-2020 Harmony Scholarships	2A RAFEE HUSSAIN 3C FUNG CHUN HIN 4A SUBBA GRACE 4C TSANG CHUN YIU
The Politest Students Award (2019-2020)	Cancelled due to Covid-19
Community Youth Club - Respectful and Virtuous Teens Election	Cancelled due to Covid-19
The 17th Joint Primary School Student Leadership Training Scheme - Ten Outstanding Student Leadership Award - Most Distinguished Student Leadership Award	Cancelled due to Covid-19

### 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 encourage 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	35	Hong Kong Schools Speech Festival (Cantonese) Solo Verse Speaking	1 Second Place 7 Merits 3 Proficiency (22 Cancelled due to social movement)
	35	Hong Kong Schools Speech Festival (Cantonese) Choral Speaking (P.3-P.4)	Cancelled due to social movement
	2	PAOC Ka Chi Secondary School The 9 <sup>th</sup> creative story competition	Commended Prize
English	25	Hong Kong School Speech Festival (English) Solo Verse Speaking	1 Winner 2 Third place 14 Merits 3 Proficiency
	40	Hong Kong School Speech Festival (English) Choral Speaking (P.4-6)	Merit
	15	Hong Kong School Drama Festival	Cancelled due to school suspension
	8	"Story to Stage" Puppetry Competition for Primary	Cancelled due to school suspension
	7	20th HKPTU Debating Competition	Cancelled due to school suspension
Mathematics	4	CMA Choi Cheung Kok Mathematics & Science Trail Competition for Primary Schools	Cancelled due to school suspension
	4	Semple Memorial Secondary School Rummikub Competition	Cancelled due to school suspension
Putonghua	3	Hong Kong Schools Speech Festival (Putonghua) Solo Verse Speaking	2 Merits 1 Proficiency
	3	The 11 <sup>th</sup> Tuen Mun Inter Primary School Putonghua Competition- Storytelling Competition	Cancelled due to school suspension
	13	Putonghua Phonics & Phonological Knowledge Competition	Cancelled due to school suspension
	2	Ho Ngai College (Sponsored by Sik Sik Yuen) The 23rd Yuen Long Tuen Mun inter-school Putonghua Speech Competition	Cancelled due to school suspension
Track and Field	29	Tuen Mun Primary School Athletic Meet	3rd Runner-up in Boys' A Grade 60m 3rd Runner-up in Boys' A Grade 100m 3rd Runner-up in Boys' A Grade Long Jump

<b>Nature of Activities</b>	<b>No. of Participants</b>	<b>Events / Items of activities</b>	<b>Awards</b>
Table Tennis	4	Tuen Mun Inter-School Table Tennis Competition	Merit Award in Boys' Team
Floor Curling	4	2019 Hong Kong Schools' Floor Curling Championship	Merit Award in Boys' Team
Football	8	Tuen Mun District Football Competition "Celebration of Establishment of HKSAR"	Silver Medal
Music	8	Hong Kong Schools Music Festivals-Vocal Solo	Cancelled due to school suspension
	5	Hong Kong Schools Music Festivals- Piano Solo	Cancelled due to school suspension
	12	Joint School Music Competition 2019 (Hand chime )	Cancelled due to school suspension
	19	Joint School Music Competition 2019 (Group Singing )	Cancelled due to school suspension
Dance	1	56th Schools Dance Festival Competition (Solo)	Highly Commended Award in Modern Dance (Lower Primary)
	28	55th Schools Dance Festival	Cancelled due to school suspension

# V. Achievements and Reflections on School Major Concerns

## School Major Concern 1: Pursue a Better Self

### Achievements

#### 1. Teacher Professional Development

Two "Different Levels of Questioning Skills" teacher workshops were held in the first term. The teachers agreed that the workshops helped them understand how to use different levels of questioning, which could promote the effectiveness of learning and teaching. Teachers discussed and designed high-order thinking questions during the co-planning sessions. Teachers reported that these questions could enhance students' motivation for self-directed learning and help improve teaching effectiveness.

#### 2. Enhance students' motivation for self-directed learning

Diversified types of assignments for each subject:

In addition to knowledge-based tasks, there were also other extended activities that helped students initiate self-directed learning. For example, General Studies: QR codes for the video about scientific experiments were used to help students' complete simple experiments at home. In Chinese Language: For parts of the writing tasks of the upper grades, students could choose their own content, such as choosing different roles or styles for writing activities, thereby enhancing students' interest in writing. The teacher also asked students to use question words to draw up questions based on the content of the text, and results were acceptable. English Language: QR codes for playing short videos and Quizlet were used for pre-tasks. Students in P.4 and 5 learned new words through Quizlet. Senior students needed to complete e-reader online and related reading comprehension questions. In Mathematics, students used daily life materials to make three-dimensional figures; some tasks required students to take pictures or make videos by themselves to show their learning results; junior students needed to find different triangles in their daily lives, and P.2 students needed to read the multiplication tales, etc. Each subject designed diversified assignments, thereby enhancing the motivation of students' self-directed learning.

Self-learning performance of students on the e-learning platform:

Most P.4-6 students used Google Classroom for doing tasks. Chinese, English, Mathematics, and General Studies assigned to this platform had topic-related tasks, such as pre-tasks (e.g. collecting related topic materials, reading related materials) and post-task exercises. Some of the student work was shared on this platform to strengthen teacher-student interaction and student-student interaction. In addition, teachers also used the STAR platform to let students learn by themselves. During the epidemic class suspensions, teachers had to use the e-learning platforms to assist students in their studies, to guide and encourage students to complete different types of tasks, and

achieve the goal of non-stop learning. Using this as an opportunity, the professional development of teachers in e-learning has been accelerated, which is conducive to the future development of e-learning in school.

Students using learning strategies to enhance self-study motivation:

Teachers continued to optimize the curriculum framework of school-based learning strategies, related teaching activities and assignments. In different subjects, teachers guided students to use diversified learning strategies to learn effectively. For example, in Mathematics, students used “image processing” methods to understand the concepts of operations. In General Studies, students used concept maps to organize information. For Chinese and English subjects, students wrote with story maps.

Teachers agreed that teaching relevant learning strategies was helpful in cultivating students' self-directed learning ability. Teachers also agreed that Chinese students were relatively better in self-study motivation and performance; NCS students still needed more guidance from the teachers before they could use self-study strategies to learn.

Teachers used appropriate adaptation strategies to enhance students' learning motivation in the design of assignments; and school also actively integrated resources and arranged different enhancement and enrichment programs. The students actively participated in the first term, and the teachers also believed that these measures would help enhance students' learning motivation.

The library increased its opening hours in the morning, and students responded well. The morning reading period was changed with the participation of all teachers and students and enhanced the reading atmosphere on campus. The Chinese and English subjects implemented the program of leveled reading, and the participation rate of students has increased. The school librarian continued to cooperate with various subjects this year to carry out reading across curriculum (RAC) activities to cultivate students' reading habits, thereby enhancing students' independent learning motivation. In addition, the activity room on the ground floor(G01) was renovated and used as a self-learning area this year. Each subject organized different learning activities, allowing students to participate in recesses. Students of lower grades were more active. Teachers also continued to optimize the learning on display boards in the covered playground to allow more students to participate in conceiving the contents of the display boards and drafting topics. However, the teachers reported that the student participation was only slightly improved, and the effect was not significant.

The curriculum team strengthened the roles of the level coordinators of all subjects in this school year. The subject panel heads agreed that this arrangement could help coordinate the needs of different classes at each level and help implement the subject plan and strategies related to concerns at all levels, such as learning strategies, self-directed learning and e-learning teaching activities.

## **Reflections:**

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

Due to the suspension of the epidemic in the 2nd term, teachers did not have the opportunity to share the actual situation in the classroom; it is recommended that the time of sharing on asking different levels of questions can be arranged for all subjects in the next school year. Teachers also continue to participate in the training or workshops related to the questioning skills and take it as one of the lesson observation focuses.

### **2. The improvement of student motivation for self-directed learning**

Develop e-learning to enhance students' self-learning ability:

Teachers thought even though students knew how to use Google Classroom and the STAR platform, the response was not satisfactory. The utilization rate was low, and the habit of using it was not established. The STAR platform could only be used effectively with a computer or tablet. However, some students only used mobile phones for learning. Thus, it was difficult to achieve expected results. Therefore, the school will promote the importance and need for e-learning to parents through parental talks and school notices, etc. Teachers would also seek more community resources for them, so students can learn at home with suitable mobile devices. In terms of assignments and tasks, teachers should still arrange exercises on the STAR platform in the coming year and make more use of e-learning platforms (e.g. Google Classroom), so that students can get familiarized with the relevant IT technologies. Doing so would enable students to make good use of e-learning platforms to promote self-directed learning.

The e-learning materials developed by teachers during the school suspension period can be well organized in the coming year for pre-learning or consolidation purposes. Some suitable materials can be selected to applied in normal classroom teaching.

### **3. Learning strategies, self-study motivation and performance**

Teachers agreed that teaching learning strategies greatly helped in cultivating students' self-directed learning ability. However, due to the epidemic this year, students did not have enough time to use different learning strategies or to internalize them. Therefore, students should be continually taught the learning strategies in accordance with the school-based learning strategy curriculum framework in the coming year, so that they can apply different strategies outside the classroom to consolidate the strategies learnt. In addition, it is also recommended that teachers continue to teach students self-directed learning strategies in the coming year for enabling students' higher order thinking abilities.

### **4. Enhance student learning motivation through other different ways**

Due to the epidemic, classes were suspended for nearly whole second term, and some learning activities, remedial and enhancement programs were cancelled too. It is recommended that relevant activities would be continued in the next school year to enhance students' motivation and performance in self-directed learning. In order to enhance student learning motivation, the school



should still arrange different parent workshops to allow parents to cooperate more with the school to support their children's learning. Furthermore, room G01 (Easy Station) should be decorated and optimized. More attractive display boards or interesting learning games are installed there. It would attract more students to use the room for independent learning during recesses.

## School Major Concern II: Love Ourselves and Others

### Overview:

In the end of school year meeting (2017-2018), a consensus among all teaching staff was reached to set the school 3 year-development plan's major concern II as "Love ourselves, others and life". The first year's major concern was "Love Ourselves" and this year major concern was "Love Ourselves and Others". Our school's major concerns began with the word "Love," which echoed our school's rationale, "Every Student is Worth Teaching and is Teachable."

Our school placed a high priority on the communication between stakeholders. We made use of different communication platforms to allow our parents to understand the school development plan. Our school made use of every opportunity to promote the school major concerns to parents. For example, we promoted our concerns during the orientation programs for our new students and parents before the beginning of the school year, during the school commencement ceremony, parent workshops, parent-teacher gatherings and the parent-child volunteer program. We promoted the importance of nurturing the belief in students of loving each other and others through all these activities.

Through setting up an inviting school environment, our school created learning opportunities for students. Last year after reviewing the setting and arrangement of school morning assemblies, recess and lunch, some adjustments were made to the settings for these activities. We arranged a new setting for the morning assembly, allowing the students from the lower grades and students from the higher grades to have their morning assemblies on different days. We also fine-tuned the arrangements for the recess and lunch.

Service learning was also an important part of our school plan. We provided opportunities for our students to enroll in the different positions of student helpers. We also provided training programs for these helpers. Through training and carrying out duty, our students understood that their contribution to the school was significant. They also got the chance to show their love and respect to others through their service.

Our school also made use of class management to achieve our goals in the school year plan. Under the theme of love ourselves and others, we organized different whole-school and class activities, for example, "Love ourselves and others" drawing competition, "Love ourselves and others" board game design competition, and the class emblem design. We even optimized our school-based award program, allowing teachers to design different awards for students.

At the curriculum level, our school fine-tuned our school-based civic education and personal growth education programs. We ensured that the, "Love ourselves and others" theme was fused in

the curriculum of different grade levels. In addition, different subjects also included the theme “Love ourselves and others” in their teaching plans.

Due to COVID-19, classes were suspended most of the time in the second term. This resulted in some of the school strategies not being implemented. Before school resumption we adjusted some strategies based on the needs of our students. We updated the recess and dismissal arrangements, provided online personal growth education programs, made learning videos for school resumption and provided a, “school resumption kit” for our students.

All examples mentioned aimed at promoting a positive, inviting learning environment for students. Once students felt loved and accepted themselves, they could advance to a stage of showing love to themselves and others.

### **Achievements**

Due to COVID-19, we didn’t arrange the APASO and stakeholder’s questionnaire this school year. We mainly made use of the evaluation meeting and teacher observations to evaluate the effectiveness of the implementations of school plans.

### **The Consensus Among Teaching Staff: Current School Plans Suit Students’ Needs**

Each year, our school spends time meeting to explore our rationale for the school MCs. In January, our school arranged a class management sharing workshop for staff. In the workshop, all sharing teachers demonstrated good strategies that matched the school MCs. School class decorations were also good evidence of how our teachers made use of the classroom environment to teach, “Love ourselves and others”.

### **A More Positive School Environment Was Built. Students Get Along Well With Each Other and Demonstrated Positive Discipline.**

Our school had set up the campus environment according to the students needs at different times of the school year. The engaging setting of the school campus allowed students to participate in a wide range of school activities. Visual aids on the school campus also helped to remind students the ways we could demonstrate love to others through appropriate behavior.

### **Parents Agreed the School had a Positive Atmosphere and They Showed Their Support for the School.**

In the first term, our school arranged different parent-child and parent-teacher activities. Through those activities, parents gave us different thank-you notes and supporting messages. In the second term, even though school was suspended, we arranged class teachers to make routine calls to give reminders to parents and students. For these calls, parents expressed their appreciation to the school and showed support for our arrangements (i.e. arranging book delivery for the students

who could not return to Hong Kong, doing follow-up work for student learning and offering help to parents who needed support).

### **Reflections:**

There were some achievements in this year's school plan's implementation, but we recognized the need to optimize our plans for the next school year.

### **Parent Education and Teacher Professional Development**

Some planned Parent Education Programs were not implemented in the second term due to COVID-19. The suggestion is to strengthen the parent education programs in the next school year, allowing more teachers and parents to engage in the programs. Through the parent activities, our teachers will take a proactive role in promoting our school MCs.

We had fruitful professional sharing among teachers during class management meetings in January. Teachers were however unable to try out their shared suggestions as schools were suspended. Next school year, we expect to arrange class management meetings before the school term commences so that class teachers can make use of the opportunity to communicate with different subject teachers and accommodate the needs of the students each class.

### **Providing Suitable Learning Experiences Through Different Subject Curricula**

Currently, we mainly facilitate student value education through school civic and moral education lessons and personal growth education programs. Co-planning and review sessions for these will be conducted. We will also provide opportunities for students to exhibit their learning outcomes too. Moreover, we aim at promoting value education throughout all subjects, allowing all teachers to understand that everyone plays an important role in teaching value education.

### **Sustaining a Positive Atmosphere on Campus**

Our school continues to place a high priority on classroom management. Once school resumes in September we will restart all the "School-based Award Programs" and implement a new student birthday celebration program. For all the student service-learning programs were suspended in the second term, school will restart all these programs in the coming school year.

### **Promoting an Inclusive School Environment**

Our school needs to increase the parent and teacher acceptance of SEN students. Our school student support team will organize sharing sessions during parent activities. These sharing sessions aim at increasing parental awareness of the uniqueness of all students. The student support team will also invite teachers to observe the group activities they organized. Moreover, the student support team will also make the rationale of, "providing support before assessment" more visible to all stakeholders. The team will also arrange a teacher meeting for teachers on how to

plan ways to provide class level and individual level support to students.

## **VI. Key Issues of the New School Development Plan 2020-2021**

**School Major Concern 1: Pursue a Better Self.**

**School Major Concern 2: We Should Love Ourselves, Others and Life.**