Islamic Primary School

School Report

2021-2022

Contents

I. Our School

1. School Vision

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

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

2. School Mission

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

3. School Management

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

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

Supervisor: Ha Hay Cheong

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

Sat Sing Hin, Saadullah (Sponsoring Body Manager)

Ma Siu Wen (Sponsoring Body Manager)

Ha Kay Wai, Harry (Sponsoring Body Manager)

Ma Wai Sze (Sponsoring Body Manager)

Cheung Tai Yan (Sponsoring Body Manager)

Ma Shuk Yee Ayishah (Alternate Sponsoring Body Manager)

Chow Yun Cheung (Independent Manager)

Ko Tak Yin (Principal)

Lam Man Wah (Parent Manager)

Mr. Jamil Yasar (Alternate Parent Manager)

Lee Mei Ngan(Teacher Manager)

Tseng Yiu Kei (Alternate Teacher Manager)

2021-2022 Incorporated Management Committee Structure (IMC)

Members / School Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
19-20	7	1	1	1	0	1
20-21	7	1	1	1	0	1
21-22	7	1	1	1	0	1

4. School Organization

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The Chinese Muslim Cultural Fraternal
            Association
                 |
                IMC
                 |
         School Supervisor
                 |
  +--------------+--------------+
  |              |              |
Alumni      Headmistress     P.T.A.
Association       |
              Vice-principal
                 |
          Administration and
             Management
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Management & Organization	Learning & Teaching	Student Support & School Ethos	Family & Community Development	Students' Performance

Management & Organization

1. School Development
2. Resources Management & School Premises Maintenance
3. General Affairs
4. Crisis and Risk Management
5. Professional Development
6. School Self-evaluation
7. Information Technology
8. Safeguarding National Security and National Security Education Group

Learning & Teaching

1. Curriculum Development
2. Promotion of Reading
3. Academic

1. Chinese
2. English
3. Mathematics
4. General Studies
5. Music
6. Physical Education
7. Visual Art
8. Putonghua
9. Computer
10. Religious Studies
11. Library
12. Moral & Civic Education
13. STEM
14. Cross-border Learning

Student Support & School Ethos

1. Discipline and Guidance
2. Student Activities & ECA
3. Student Learning Support
4. Student Affairs
5. Kindergarten-Primary Interface

Family & Community Development

1. Community Partnership
2. P.T.A. Coordination Group

Students' Performance

Academic & Non-academic Achievement

5. Staff Establishment

Teachers in school year 2021/22

Principal	Vice-principal	PSM	CD	SENCO	APSM	Librarian	NET	合約教師	Total
1	2	5	1	1	27	1	1	4	42

6. Staff List

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

Class teachers:

| 6A	Wong Chun Yiu	6B	Wong Chi Yung	6C	Yuen Wing Ting		
5A	Lai Kit Chi	5B	Ko Ying Fung	5C	Cheng Siu Wing	5D	Lam Shu Piu
4A	Chiang Siu Ching	4B	Ng Yuk Lan	4C	Lang Ying Nam		
3A	Lin Cheuk Ying	3B	So Kathleen	3C	Cheung Man Yin	3D	Chan Wai Sim
2A	Maria-jabeen	2B	Chung Sin Wa	2C	Lo Kit Ying		
1A	Wong Ka Yan	1B	Wong Mei Lei	1C	Law Shuk I		

7. Teacher Qualifications

Teacher Academic Qualification
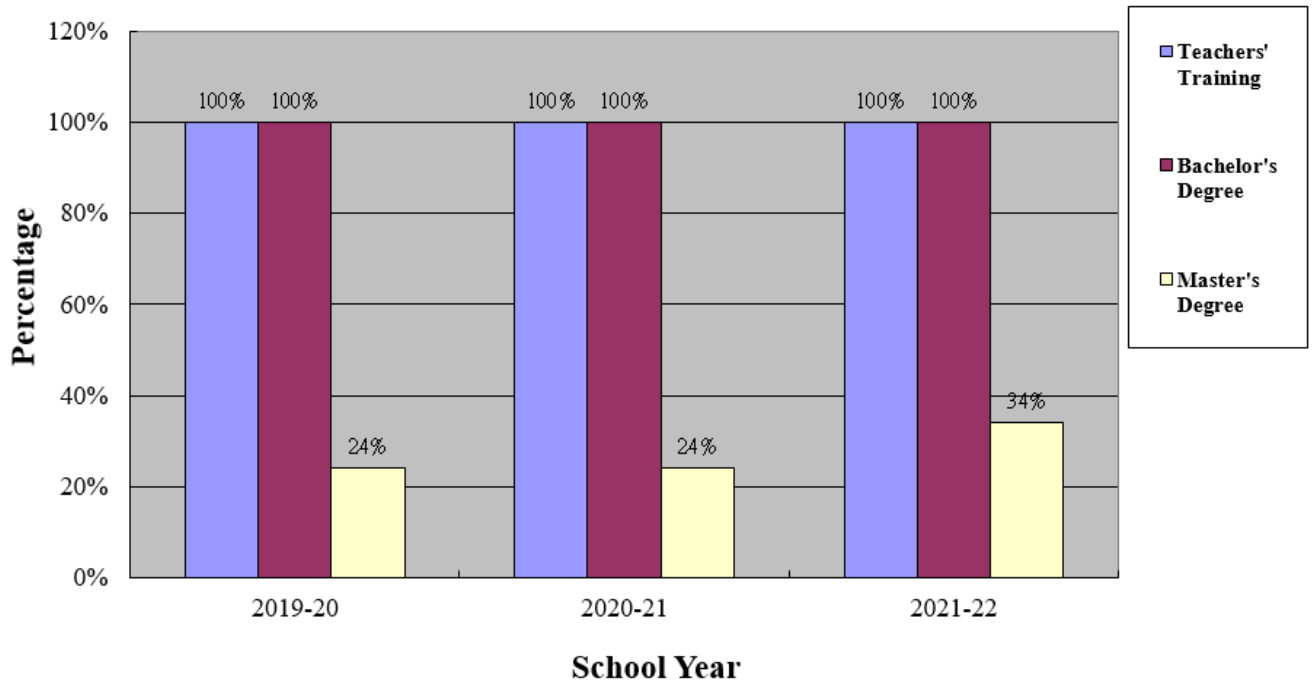
8. Teacher Experience

Experience of Teaching
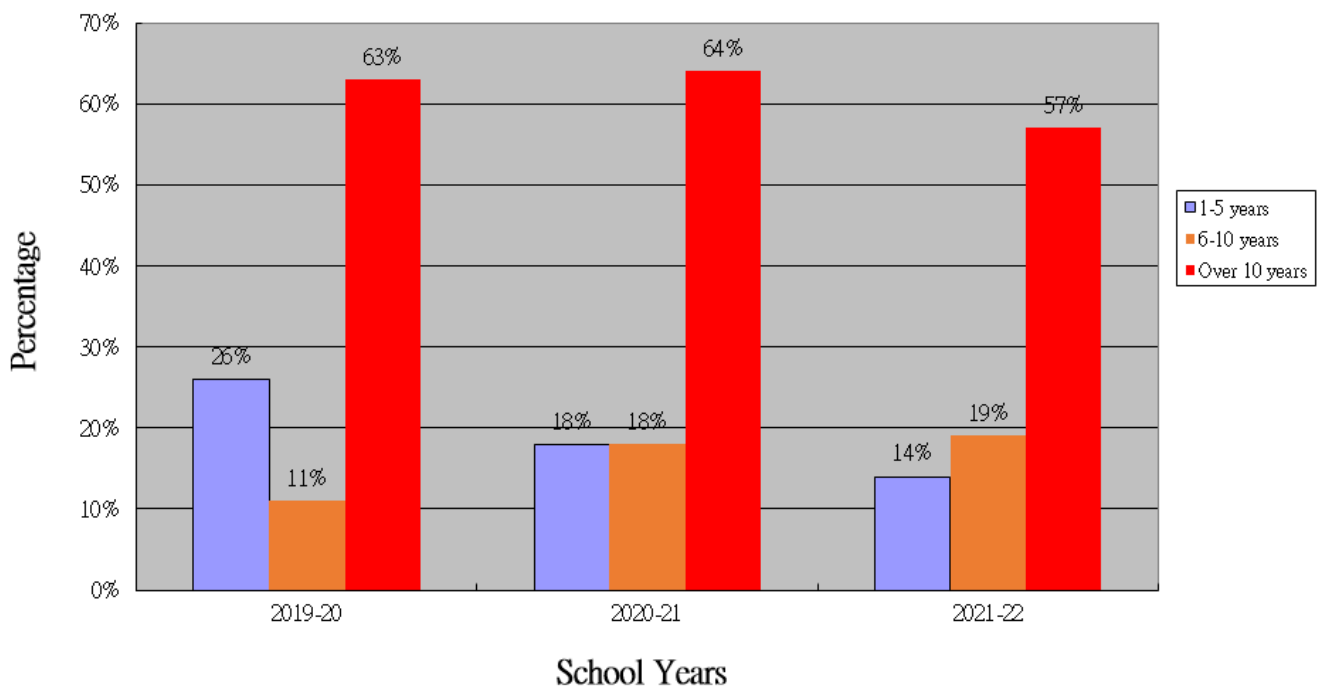
9. Teacher Professional Development

Date	Activities
20/9/2021	Fostering Students' Sense of National Identity through the National Flag-raising ceremony (Webinar) (Primary) (New)
23/9/2021	Multi-disciplinary collaboration in supporting students with Special Educational Needs – Collaboration between School-based Speech Therapist and Special Educational Needs Coordinator
24/9/2021	Workshop on "Skills about Communication with Parents"
29/9/2021	Early Identification and Intervention Programme for Primary One Students with Learning Difficulties (EII Programme)
30/9/2021	UAP Teacher Workshop
3/10/2021	Pottery Class
6/10/2021	RainbowOne e-learning Workshop
8/10/2021	IT in Education Pedagogical Series: Using Innovative Pedagogies to Enhance Learning and Teaching Effectiveness under the New Normal
11/10/2021	IT in Education e-Safety Series: Management, Security and Maintenance of School IT Facilities - Mobile Device Management (MDM) in Schools (Online Self-learning Course)
11/10/2021	IT in Education e-Safety Series: Management, Security and Maintenance of School IT Facilities - Learning Management Systems (LMS) in Schools (Online Self-learning Course)
27/10/2021	Thematic Workshop for target schools on the AIM project
28/10/2021	TSA 2022 Submission of School Data and Selection of Special Arrangements
2/11/2021	Workshop on Communication Skills in Handling School Complaints for Frontline Staff
3/11/2021	經典詩文的賞析與品味（二）：描摹物像，活現活靈：〈詠鵝〉、〈畫雞〉、〈蜂〉、〈小池〉、〈詠雪〉賞析（新辦）
4/11/2021	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)
9/11/2021	Advanced Course (A): Setting Out the Blueprint for School-based Gifted Education (Primary) (Refreshed)
9/11/2021	Briefing Session for QEF e-Learning Ancillary Facilities Programme
10/11/2021	Face to face teacher workshop-Drama
10/11/2021	IT in Education e-Safety Series: Management, Security and Maintenance of School

	IT Facilities - Computer Networking in Schools (Online Self-learning Course)
15/11/2021	Workshop on Handling Difficult Complainants and Managing Stress and Emotions in Handling School Complaints
16/11/2021	Briefing on Procurement Procedures in Aided Schools
19/11/2021	IT in Education Pedagogical Series: Using Microcomputer Set to Implement STEM Education Related Activities in Primary Schools (Basic Level)
20/11/2021	經典詩文的賞析與品味（三）：民生民俗，同喜同哀：〈江南〉、〈回鄉偶書〉、〈憫農〉（其二）、〈清明〉、〈元日〉賞析 （新辦）
23/11/2021	Seminar on "Prevention of Student Suicide and Student Mental Health Support" (Series I): Strengthen Identification and Support to Protect Students' Lives
23/11/2021	Workshop on Preventing and Resolving School Complaints
23/11/2021	Seminar on "Prevention of Student Suicide and Student Mental Health Support"
25/11/2021	Assessing Student Learning - Effective Use of Second Language Learning Framework and Chinese Language Assessment Tool to Enhance Chinese Language Learning for Non-Chinese Speaking Students (Refreshed) (Online)
26/11/2021	STEM Education Enriching Knowledge Series: Workshop on Designing and Making a Model Vehicle (New)
29/11/2021	2021/22 年度優質教育基金推廣活動「《三字經》與現代社會」 （計劃編號： 2017/0142）
29/11/2021	Workshops on National Flag-raising Ceremony (Primary) (Rerun)
1/12/2021	M+ Tour for Principals and Teachers
1/12/2021	Tuen Mun District Joint School Development Day
1/12/2021	IT in Education Pedagogical Series: Using IT Tools in STEM Learning Activities in Primary Schools (Intake 1, 2021/22 Online Self-learning Course)
7/12/2021	IT in Education e-Safety Series: Management, Security and Maintenance of School IT Facilities - Management of Active Directory (AD) in Schools (Basic Level) (Online Self-learning Course)
7/12/2021	Using a Variety of Differentiated Instructional Strategies to Cater for the Learning Needs of Gifted/ More Able Students in STEM Education (Primary) (New)
14/12/2021	IT in Education e-Safety Series: Management, Security and Maintenance of School IT Facilities - Management of Active Directory (AD) in Schools (Advanced Level) (Online Self-learning Course)
18/12/2021	2021HKTLA 閱讀文流會-PISA 表現與提升學生閱讀能力表現講座
3/1/2022	Seminar on Prevention and Handling of Bullying Involving Students with Special Educational Needs (SEN)
7/1/2022	IT in Education e-Safety Series: Management, Security and Maintenance of School IT Facilities－Backup and Restoration of Files and Operating Systems in Schools

	(Online Self-learning Course)
6/1/2022	District-based Networking Activity for Special Educational Needs Coordinator in Primary Schools - to enhance the language skill of students with Special Educational Needs
12/1/2022	Advanced Course (B) SWOT Analysis for the Implementation of School-based Gifted Education (Primary)(Refreshed)
15/1/2022	Effective Strategies for Teaching Grammar in the Primary English Classroom (Refreshed)(change to Online Course)
17/1/2022	Online Knowledge Enrichment Programmes on "Understanding Our Country": (1) Constitution and Basic Law (First intake in 2021/22 school year) (New)
17/1/2022	Online Knowledge Enrichment Programmes on "Understanding Our Country": (3) Belt and Road Initiative and Guangdong-Hong Kong-Macao Greater Bay Area (First intake in 2021/22 school year)
19/1/2022	Workshop on "Speech Therapy" for teachers
25/1/2022	IT in Education Blended Learning Series: Using Learning Management System (LMS) to Enhance Learning and Teaching Effectiveness in Primary Schools (Basic Level) (changed to Webinar)
10/2/2022	Advanced Course on Catering for Diverse Learning Needs
10/2/2022	Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2021/22 s.y. - Batch 2)
14/2/2022	Online Knowledge Enrichment Programmes on "Understanding Our Country": (1) Constitution and Basic Law (Second intake in 2021/22 school year) (Re-run)
14/2/2022	Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Second intake in 2021/22 school year) (Re-run)
19/2/2022	Core Programme under Enhanced Training for Promotion - "School Administration and Management" (2021/22 s.y. - Batch 2)
21/2/2022	21-hour Certificate Course on Life Planning Education for Primary Schools
26/2/2022	合唱指揮大師班
9/3/2022	Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (Re-run)
9/3/2022	Online Knowledge Enrichment Programme on National Security Education: (2) "The Importance of the Rule of Law to the HKSAR" (Re-run)
10/3/2022	Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Re-run)
12/3/2022	Groovy Music Creation Professional Devlopment Online Workshop
19/3/2022	RAC Series: Teaching English through Language Arts (New)

24/3/2022	Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Fourth intake in 2021/22 school year) (Re-run)
6/4/2022	IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Classroom Interaction in Primary Schools
8/4/2022	「繪本」與「語文教學」開啟繪本的快樂如意門
13/4/2022	Online Seminar on "Love and Care in Schools Amid Class Resumption"
20/4/2022	IT in Education Subject-related Series: Using IT Tools to Design Writing Activities in Chinese Language (Online Self-learning Course)
29/4/2022	Seminar on Schools' Selection of Quality Textbooks and Curriculum Resources (Refreshed)
5/5/2022	Advanced Course (E): Student Cases Analysis & School-based Experience Sharing: Realising the Potential of Students and Nurturing Giftedness (Primary)
18/5/2022	Collaboration between School-based Speech Therapist and Special Educational Needs Coordinator in supporting students with Special Educational Needs
19/5/2022	新冠康復者重返運動建議網上講座
27/5/2022	Online Seminar on "Supporting Students with Anxiety Disorders and Selective Mutism"
30/5/2022	IT in Education Technological Series: Using IT Tools to Create Flipped Videos for Cultivating Self-directed Learning in Primary Schools
31/5/2022	IT in Education e-Leadership Series: e-Leadership Empowerment on the Development of e-Learning and STEM Education
2/6/2022	"Identifying and Supporting Students at Risk of Suicide" Teacher Workshop
15/6/2022	Primary Mathematics Curriculum Learning and Teaching Series: (2) Selected Topics in the Revised Primary Mathematics Curriculum (Re-run) (web-based)
18/6/2022	Introduction to "Learning Chinese as a Second Language" and Use of Learning and Teaching Strategies (New)
23/6/2022	Affective Education Series: (2) Supporting Gifted Underachievers in & beyond the Regular Classroom (Primary) (Re-run)
24/6/2022	IT in Education Subject-related Series: Using IT Tools to Facilitate e-Assessment in Mathematics in Primary Schools (Basic Level)
27/6/2022	Enhancing the Creativity and Critical Thinking of Gifted/ More Able Students with Language Arts Activities (Primary)(Re-run)
27/6/2022	IT in Education Subject-related Series: Using Google Classroom to Enhance Learning and Teaching Effectiveness of English Language in Primary Schools
29/6/2022	Briefing session on WebSAMS Overview and Yearly Workflow (Primary)

30/6/2022	Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Using IT Tools to Enhance Teaching in Chinese Writing (Re-run) (Online)
4/7/2022	IT in Education Blended Learning Series: Using Adobe Creative Cloud Express to Foster Creativity of Students through Producing Multimodal Texts (Online Self-learning Course)
8/7/2022	Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2021/22 s.y. - Batch 3) (Re-run)
12/7/2022	STEM Education Enriching Knowledge Series: Workshops on Applying Science Process Skills on STEM Education in Primary Schools (June and July 2022) (Re-run)
12/7/2022	Talk on "Preventing and Handling of Cyberbullying" Cum Sharing on "Harmonious School - Respect, Friendship and No Bullying Campaign" 2021/2022
13/7/2022	STEM Education Learning, Teaching and Assessment Series: Using Scratch 3.0 to Develop Computational Thinking among Upper Primary Students (Online Self-learning Course) (Re-run)
15/7/2022	STEM Education Curriculum Planning Series: Experience Sharing on Curriculum Planning of Computational Thinking - Coding Education in Primary Schools (New)
15/7/2022	Sharing Session on Enhanced Support for Primary Students with Specific Learning Difficulties (SpLD) (Online sharing)
19/7/2022	Reading Strategy Workshop (Conducted by NET)
19/7/2022	Values Education (Life Education) Series: Promotion of Life Education through inside and outside Classroom Learning (New)
20/7/2022	IT in Education Pedagogical Series: Using IT Tools to Enhance Effectiveness of Learning Chinese Language for Non-Chinese Speaking (NCS) Students
20/7/2022	中文科校外評核試的新觀
22/7/2022	Safety Seminar in the PE KLA (Refreshed)
22/7/2022	Online Knowledge Enrichment Programme on National Security Education: (3) "Basic Law and the Political Structure of the HKSAR" (Second intake in 2021/22 school year) (Re-run)
22/7/2022	Online Knowledge Enrichment Programme on National Security Education: (4) "Knowing more about the Law: Continental Law, Common Law and National Security Law" (Second intake in 2021/22 school year) (Re-run)
25/7/2022	小學數學領導教師學習社群(2021-2022)總結分享會
25/7/2022	Early identification and Handling of Suspected Child Maltreatment Cases (Online Self-learning Course)

27/7/2022	Quality Education Fund promotion activity "Promoting 'Assessment for Learning' and 'Assessment as Learning' through the Hierarchical Knowledge/ Competency Framework of School-Based Subjects (Chinese, English, Mathematics and General Studies) Catering for Learning Diversity" Themed Network Project Summary Sharing Meeting
29/7/2022	Quality Education Fund Thematic Network – Schools (QTN–S) Dissemination Seminar [Project Title: The Planning and Implementation of School-based Values Education]
29/7/2022	Quality Education Fund Thematic Network – Schools (QTN–S) Dissemination Seminar [Theme: Mathematics in Primary Schools]
29/7/2022	Thematic Seminar on Online Assessment -Using STAR Assessment Results to Improve Learning Motivation & Effectiveness (Primary Level)
29/7/2022	Primary 1, 2 and 6 English Language - Demonstration Lesson by Awarded Teacher of the Chief Executive's Award for Teaching Excellence (Online Mode - Video-record of Face-to-Face Lesson)
29/7/2022	Briefing on e-Services Portal (for secondary and primary schools)
5/8/2022	National Security Education Workshop
7/8/2022	Jockey Club Joy of e-Reading Scheme Seminar
22/8/2022	壓力管理工作坊 - 職場最強 - 又打得又有 Heart (半天課程)
23/8/2022	Online Seminar on "Love and Care in Schools Amid Class Resumption"

10. Communication with Parents

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

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

A. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members (2021-2022):

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

B. Activities with Parents/ Parent Education

| Date	Events
25/8/2021-27/8/2021	Changes of School Life (P.1)
17/9/2021,30/9/2021	Racial Harmony Activity (P.1&P.2 Parents)
First Term	Home Visit for P.1 Students and New Students (Cancelled due to Covid-19)
25/9/2021	Parent & Class Teacher Meeting
10/2021	School Picnic (Cancelled due to Covid-19)
25/11/2021	PTA Annual Meeting (Online Meeting)
22/1/2022	Parent-Child Activity (Online Meeting)
2/2022	Parents' Tea Gathering (Cancelled due to Covid-19)
18/2/2022	Parents' Day (Online Meeting)
3/2022	Lesson Observation for P.1 and P.2 Parents (Cancelled due to Covid-19)
3/3/2022	Sports Day (Cancelled due to Covid-19)

C. Volunteer services

| Date	Events
9/2021	Lunch Time Parent Helpers (Cancelled due to Covid-19)
13/10/2021 10/11/2021 16/12/2021	Vaccination for P.1,P.6 & Vaccination for Seasonal Influenza
10/2021	School Picnic (Cancelled due to Covid-19)
3/3/2022	Sports Day (Cancelled due to Covid-19)
	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)
17/6/2022 24/6/2022 8/7/2022	Story Parents

11. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	3	3	4	3	4	3	20
Capacity	75	75	100	75	100	75	500
Boys	28	33	47	29	44	40	221
Girls	23	18	34	23	35	31	164
Total Enrollment	51	51	81	52	79	71	385

12. Number of Unfilled Places
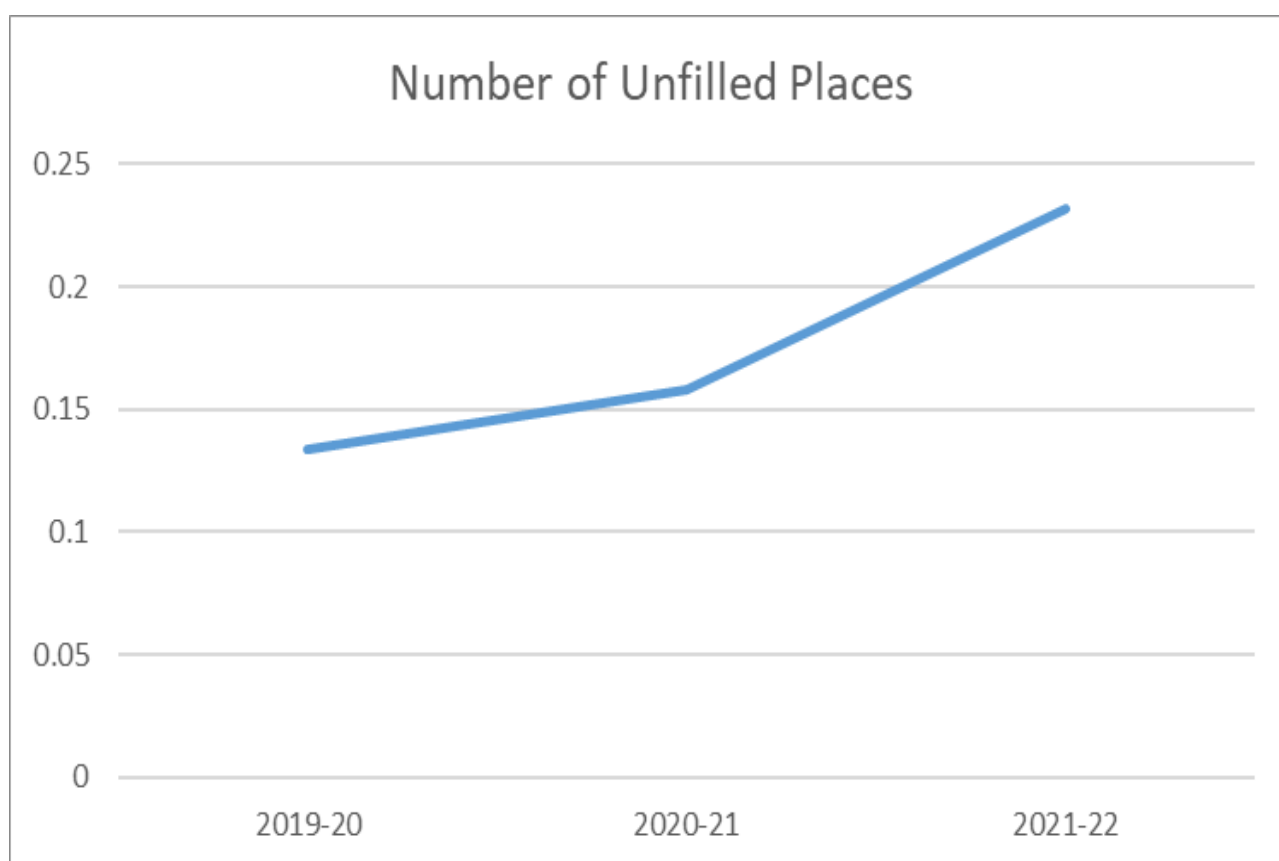
13. Ethnic Distribution of Students
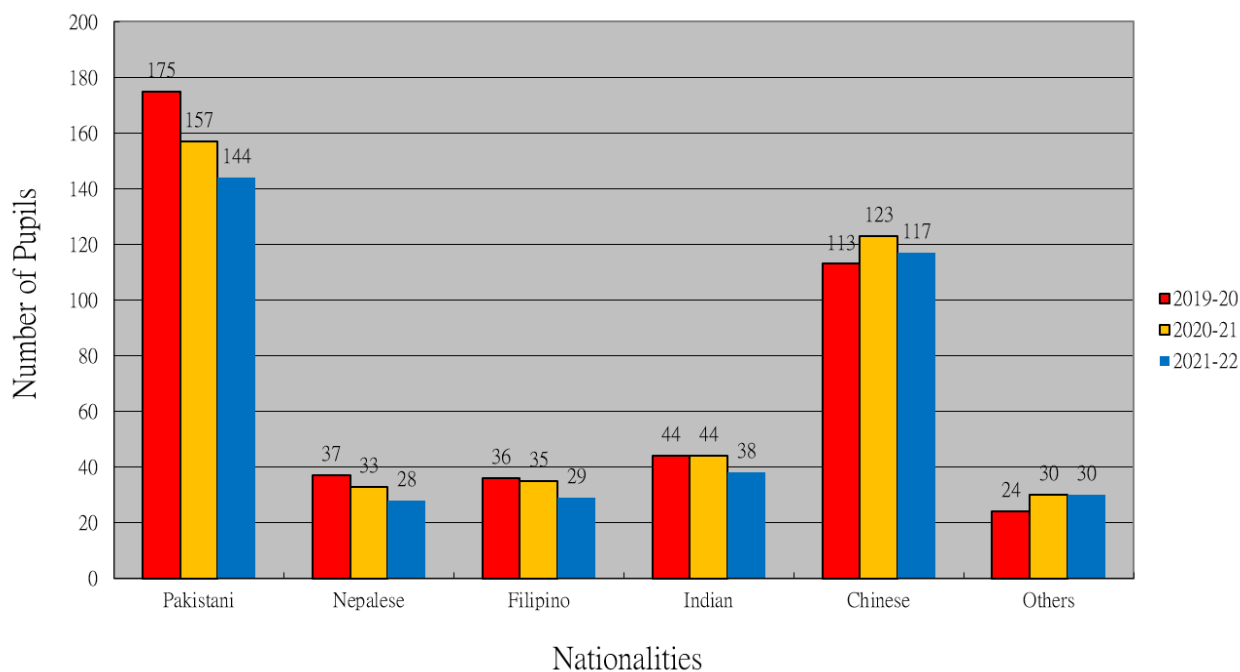
14. Residential Distribution of Students

15. 2021-2022 Attendance

	P.1	P.2	P.3	P.4	P.5	P.6
21-22	94.96%	92.42%	91.07%	85.63%	89.37%	91.18%
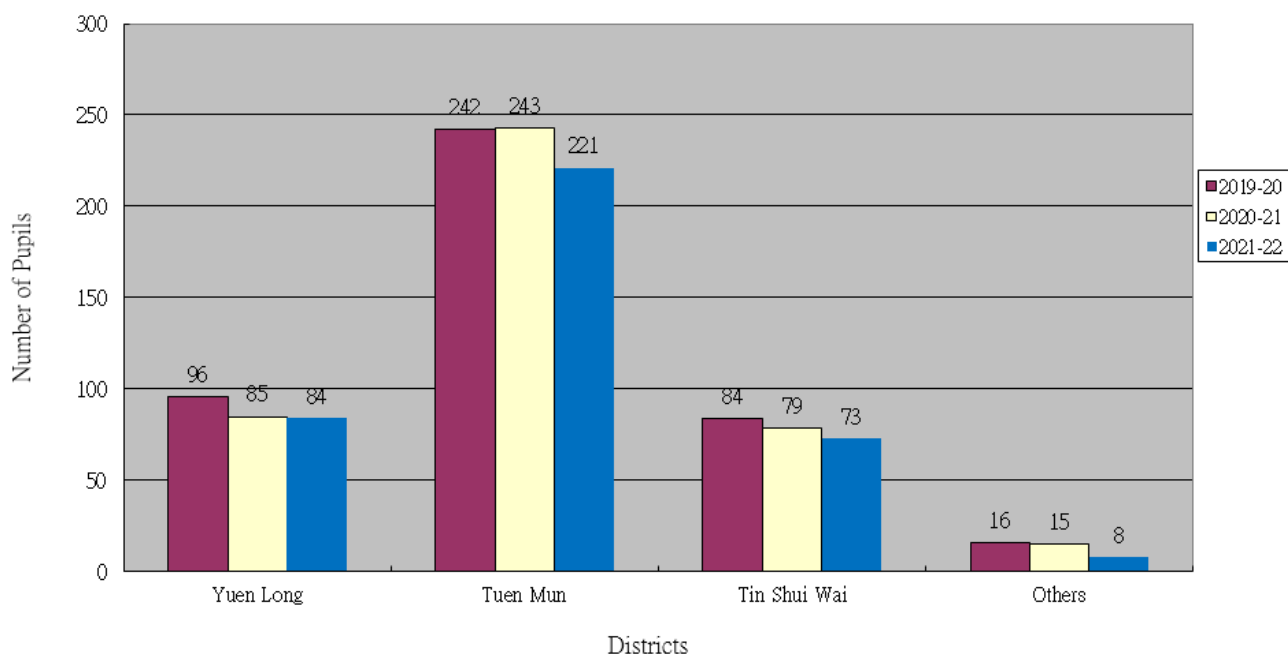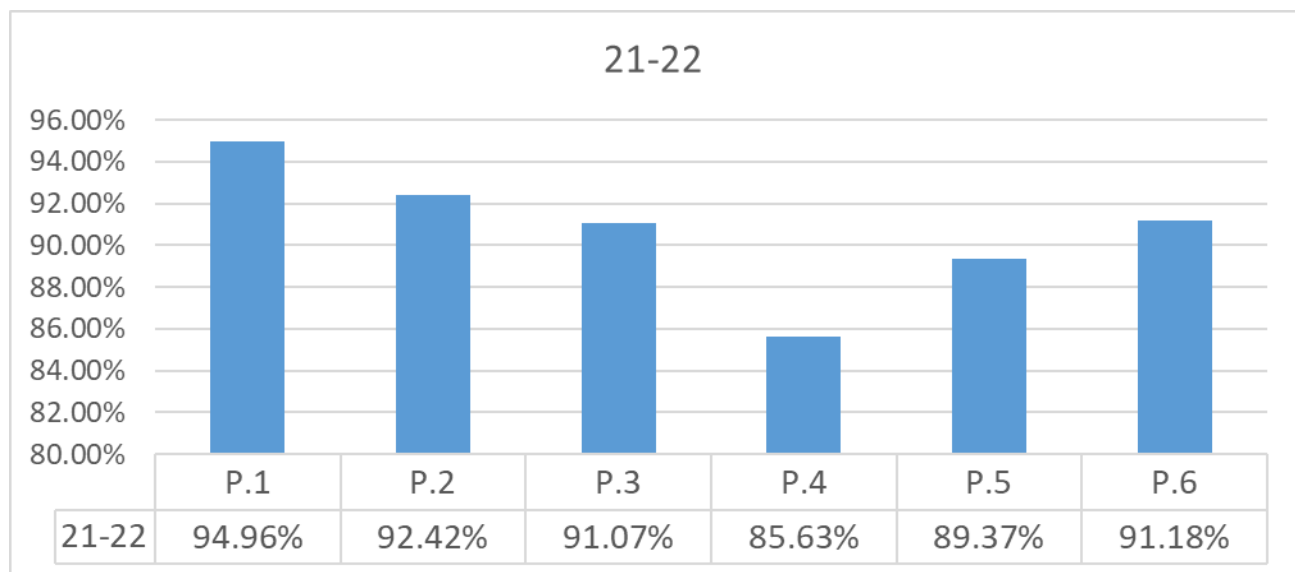
16. Number of Students Who Have Electronic Devices at Home
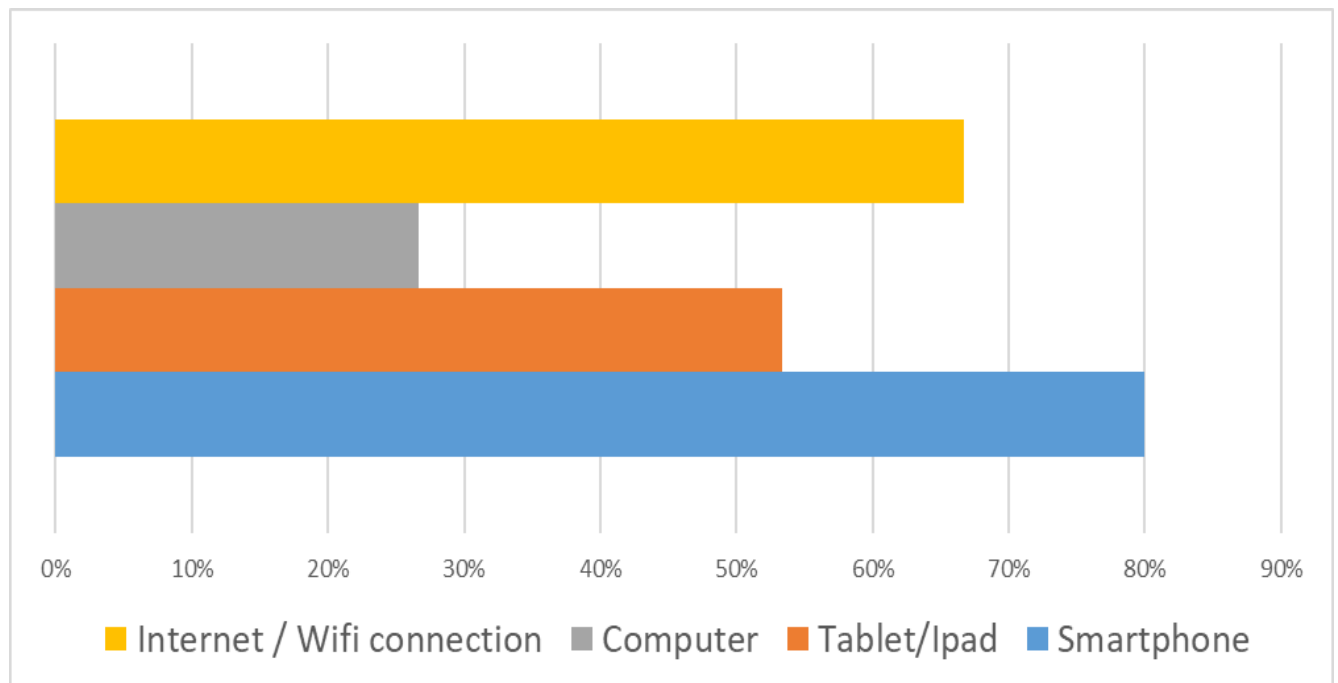
II. Learning and Teaching

1. Lesson Allocation

Subjects/Level	P.1 – P.3	P.4 -P.6
English	8	8
Chinese	9	9
Mathematics	7	7
General Studies	5	5
Visual Arts	2	2
Music	2	2
Physical Education	2	2
Computer Skill	1	1
Putonghua	1	1
Library/R.S.	1	1
Integrated Lesson (Civic/Homework Guidance/Strive for improvement Program/Extra-curricular activities/Language Elective)	2	2
TOTAL	40	40

2. Learning Time of Key Learning Areas
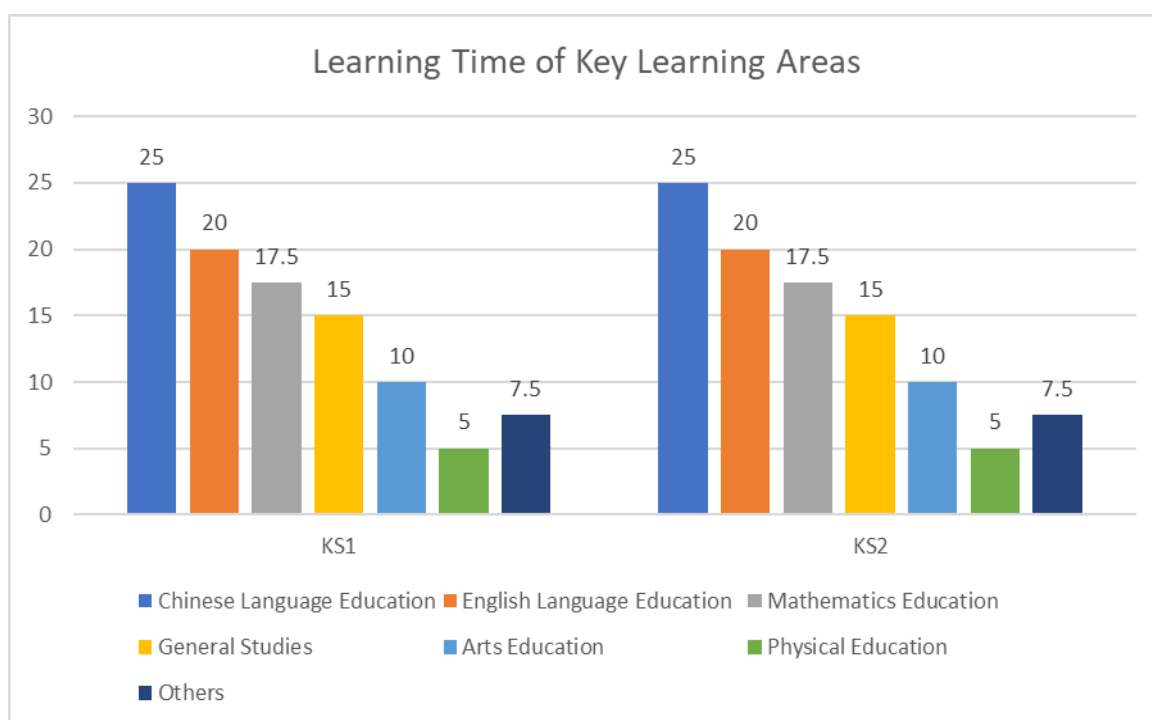
3. Examinations

| Examination	Date
P.6 First Term	2/12/2021-7/12/2021
P.1-5 First Term	6/1/2022-11/1/2022
P.6 Second Term	14/6/2022-17/6/2022
P.1-P.5 Second Term	4/7/2022-7/7/2022

4. Number of Active School Days

Number of Active School Days in 2021-2022

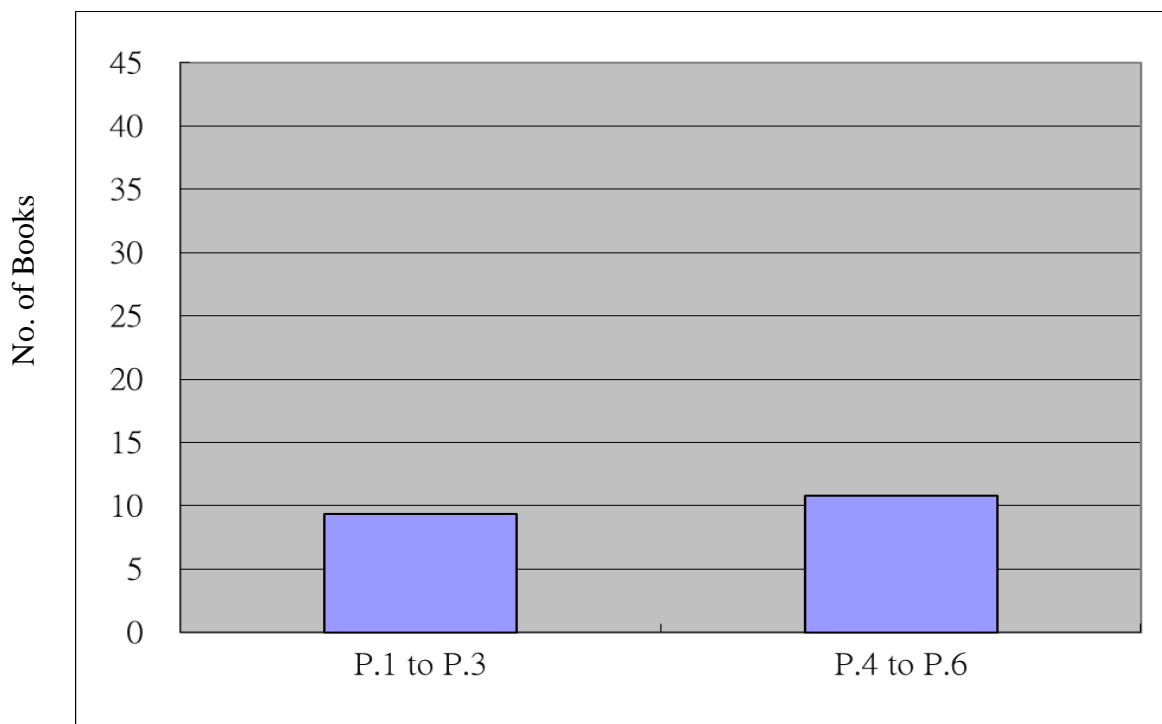| Level	School Days	#Active School Days
P.1-P.3	190	182
P.4-P.6	190	182

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

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

5. Reading Habits

Frequency of Students Borrowing Reading Materials from the School Library (2021-2022)
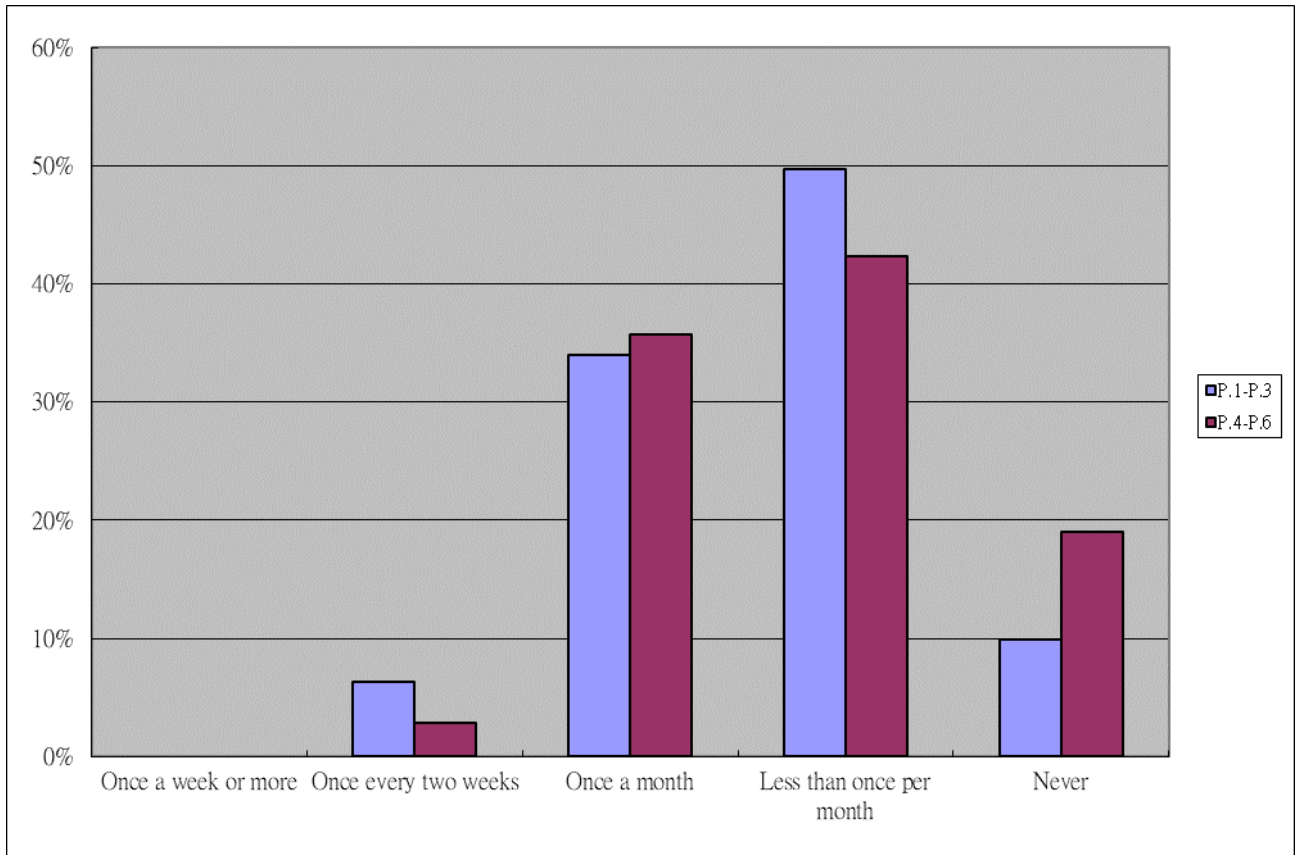
Average No. of Students Borrowing Reading Materials from the School Library (2021-2022)

6. School Based Curriculum

Subject	Content
English	- Developed school-based Core English Writing Curriculum in P.3-4 by adopting a greater variety of strategies to address the diverse learning needs of students, including less able and more able students in writing tasks - Designed learning tasks with different levels of questioning and learning styles to cater students' learning diversity - Students' self-assessment and self-evaluation are exercised by reflection tools (KWL chart, writer's checklist, etc.) and STAR exercises - A core reading strategy was added in each level P.1 and 2: - locate specific information by identifying key words, P.3 and 4: work out the real meanings of words and expressions by using clues, contexts and knowledge of the world, P.5 and 6: predict the likely development of topics by using personal experience and knowledge of the world - Utilized Google Classroom as one of the e-learning platforms for P.4-6 students to carry out self-learning - Teaching P.3 students reading strategies through TSA exercises and enhanced reading competence was cancelled due to the pandemic situation - Designed extended learning tasks for all levels: Students extended their learning to their daily life. They shared and collected the information in class or through online learning platforms (e.g. Google Classroom) - Implemented the P.1-3 PLP-R/W program, co-planning and co-teaching - Implemented the NET Program in P.1, P.3 and P.5 - The NET writing program in P.6 and P.5 was cancelled due to half-day school under the pandemic - School-based Phonics Workbooks for P.1-2 were designed, and synthetic phonics teaching approach was implemented in English teaching 3 different levels of P.1-6 School-based Unit / Writing booklets were designed to cater students' learning differences - P.1-6 Penmanship Competition was carried out in the end of 2nd term - P.1-6 Book Report Competition to enhance students' reading interests and abilities was organized in the end of the 2nd term - English Day (once a week) with student performances was cancelled due to half-day school under the pandemic - Leveled reading in P.3 - P.6 was cancelled due to half-day school under the pandemic - Reading was promoted by using online e-readers (e.g. EPIC, Storyline Online) and paid reading platform (Fun and Friends Book club for P.4-5). Students' reviews and feedback after reading were collected by using an online platform – Padlet - Designed tasks in some grades to match the themes: "Accepting ourselves and others" in the GE curriculum - Chinese, English and Maths Games Day was organized to replace English Games Day at the end of the 2nd term. Interactive IT learning installation (e.g. iFloor, iWall, iTable, robots, etc.) was set up for P.1-6 to learn Chinese, English and Maths in an interesting way - The BBS program for selected P.1 students with the help of higher-grade

Subject	Content
	schoolmates to arouse and enhance their interest in learning English was cancelled due to half-day school under the pandemic
Chinese	● 優化中文課程與學習策略框架，增潤不同的學習策略，讓學生的學習有層階性的提升，亦提升學生的自學能力。 ● 老師配合「中國語文課程第二語言學習架構」為非華語學生設計分層課業（閱讀理解部份）及多元化教學活動和評估。 ● 優化及完善五、六年級校本非華語學生課程 ● 優化一至四年級的校本非華語中文課程 ● 為了提升非華語學生的中文能力，我們設有拔尖課程，包括讀、寫、聽、說四個範疇 ● 善用電子學習平台(google classroom)(RainbowOne)，加強學生自主學習能力 ● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」（三至六年級） ● 推廣繪本教學，學習語文元素及品德情意。（一至二年級） ● 老師設計包含「自主學習」元素的問答遊戲，提升學生的中文學習興趣 ● 為小一學生設課後輔導課程及興趣班，以提升學生的中文水平 ● 舉辦書法比賽，以培養及提高學生對中文書法之興趣，並使他們從小著重書法的技巧及掌握正確的書寫方法。 ● 每週舉辦「中文日」，於「中華文化學習時段」以 ZOOM 進行，由學生作主導，表演形式包括：講故事、朗讀童謠和話劇表演等，藉此提高學生學習中文的興趣。
Mathematics	● School-based assessments focusing on number dimensions to enhance students' learning and improve their individual performance were implemented ● A variety of assessments were adopted (formative assessments, model-making, practical tests, and parent observations) ● In cooperation with Curriculum Development Institute (EDB), school based-curriculum was developed in P.3-4 ● Enhancement Classes for P.5 & P.6 were organized ● Practical operations and diversified teaching activities were designed in the lessons ● "Practice Per Week" and Challenge questions were established ● Enhancing students' interest in reading Mathematics related books ● STEM activity in Mathematics was implemented in P.3
General Studies	● Implemented Environmental Protection Programmes for students including: - Educational Programmes of Jockey Club - BEAM Plus in Schools Project - Gardeners training programme in ECA period ● STEM education activities were developed: - STEM activities related to the topics in the textbooks - STEM Week (arranged after the final examination) - P.5 STEM activities (cooperated with Aerosim (HK) Ltd.) - Participated in Rollback Can Design Competition

Subject	Content
	- Participated in Hong Kong Inter-School Creative Paper Airplane Competition ● Field trips were cancelled due to Covid-19 ● P.4 Project Learning: 'Earth 2038's Learning Journey of Sustainable Consumption'
Library	● A Reading Scheme to accommodate students' interests and learning needs was implemented ● The Book Exhibition held on Parents' Day was cancelled due to Covid-19 ● Competitions to encourage students to read were organized: - Book Cover Coloring Competition for P.1 students - Book Cover Design and Coloring Competition for P.2 students - Rewrite Story Ending Competition for P.3 – P.4 students - Book Report Competition for P.5-P.6 students ● Storybook role-play activities for P.1 – P.6 students were cancelled due to half-day school under the pandemic ● Cross-curricular reading activities including, "Learning to Read" to "Reading to Learn" were completed
Information Technology	● I.T. skills for self-learning were developed ● I.T. teacher workshops (QR Code, Google Classroom and Google Form) were held ● An online learning platform was set up for teachers' teaching resources (e.g. teaching videos, online exercise, etc. for students to learn)
Visual Arts	● Different competitions and activities were organized to enhance students' learning motivation ● Core courses for all levels were utilized to improve the vertical school-based Visual Arts curriculum ● An artistic atmosphere was created by posting students' art works near the art room ● Activities included art groups, a drawing class, as well as Wednesday/Thursday afternoon extra-curricular activities to develop students' potential and art skills were organized ● A wide range of evaluation types (e.g. teachers' self-evaluation, students' self-evaluation, peer evaluation, class performance) were employed ● Electrical teaching and learning database was developed ● Sports and Art Day was organized on 28/7/2022(P.1,2,4) and 29/7/2022(P.3,5)
Music	● The hand chime group was organized during the after-school periods and a percussion instrument team, hand-chime school team, pop band and African drum class were cancelled due to half-day school under the pandemic ● Kalimba group and "English Sing and Dance Along" were organized on Fridays extra-curricular activities while choir was cancelled due to half-day school under the pandemic ● P.4 – P.6 students did not join the Hong Kong School Music Festival solo singing competition due to half-day school under the pandemic ● Some students joined the Hong Kong School Music Festival piano solo competition ● The inter-class singing competition was cancelled due to half-day school

Subject	Content
	under the pandemic. ● Sports and Art Day was organized on 28/7/2022(P.1,2,4) and 29/7/2022(P.3,5)
Physical Education	● A diversified mode of Physical Fitness Test was created ● Regular P.E. lesson routines were established to facilitate discipline and safety ● Sports Day and training programs were cancelled due to Covid-19 ● School teams could not participate in inter-school competitions due to half-day school under the pandemic ● By introducing and using a sports diary, students were encouraged to do exercise and develop their reading habit ● Sports and Art Day was organized on 28/7/2022(P.1,2,4) and 29/7/2022(P.3,5)
Putonghua	● 本校課程分主流課程(中國籍學生)及調適課程(非華語學生)。 ● 課程以教授拼音及普通話日常用語為主。
Religious Studies	● School-based Religious Studies curriculum was taught ● Material mainly focused on moral and civic education ● Some topics related to fundamental Islamic belief were taught

7. External Curriculum Support

To support students' Chinese learning, remedial teaching and subject enhancement classes were provided. The Chinese subject panel and P.5, P.6 mainstream teachers worked with a consultant regularly to have curriculum development meetings in order to optimize the school-based Chinese writing curriculum. Besides, the P.3 and P.4 Mathematics teachers also worked with an EDB curriculum development officer regularly to further optimize the P.3 and P.4 Mathematics curriculum.

III.   Student Development Support

1. School Functions

School Functions	Participants	Date
P.1 Orientation	P.1	25/8/2021-27/8/2021
School Commencement Day(ZOOM)	P.1-6	1/9/2021
Dress Casual Day	P.1-6	21/9/2021
UAP Opening Ceremony	P.4	17/12/2021
School Picnic	P.1-6	Cancelled due to Covid-19
Parents' Meeting & PTA Annual Meeting (ZOOM)	P.1-6	25/11/2021
Parents' Day (ZOOM)	P.1-6	13/5/2022 20/5/2022
Sports Day	P.1-6	Cancelled due to Covid-19
Sister School Scheme Online activity	P.4	23/6/2022
UAP Closing Ceremony	P.4-P.6	19/7/2022
Joyful Fruit Day	P.1-6	Cancelled due to Covid-19
Graduation Day	P.6	16/7/2022
Prize-giving Day (ZOOM)	P.1-5	4/8/2022

2. School Activities

School activities	Participants	Date
Discipline Competition	P.1-6	8/11/2021-19/11/2021
Hong Kong Speech Festival Rehearsal	P.1-6	Cancelled due to Covid-19
Cleanliness Competition	P.1-6	8/11/2021-19/11/2021
Drawing Competition	P.1-6	12/2021
Integrated Learning Week	P.1-6	Cancelled due to Covid-19
Education Camp	P.6	Cancelled due to Covid-19
English Penmanship Competition	P.1-6	13/1/2022-14/1/2022
UAP Overnight Camp	P.4	Cancelled due to Covid-19
PTA Parent-child Activity (ZOOM)	P.1-6	22/1/2022
Inter-class Singing Competition	P.1-6	Cancelled due to Covid-19
Chinese Penmanship Competition	P.1-6	15/11/2021-3/12/2021
Art and Crafts Competition	P.1-6	28/7/2022-29/7/2022
Q & A Competition	P.5	20/6/2022
Chinese Composition Competition	P.1-6	Cancelled due to Covid-19
Parent-child Handicraft Workshop	P.1-6	25/6/2022

Music for the Millions Concert	P.1-3	8/7/2022
Souvenir Making for Graduates	P.6	5/7/2022-7/7/2022
Library Activity	P.1-P.6	13/7/2022
Inclusion Activity	P.1,P.3&P.5	22/7/2022
	P.2,P.4&P.6	23/7/2022
Earth 2038 Activity	P.4	22/7/2022
Chinese, English, Mathematics Games Day	P.1-5	3/8/2022
Sports and Arts Day	P.1,2,4	28/7/2022
	P.3,5	29/7/2022

3. Extra-curricular Activities

Steady Groups	Rotating Groups
1. Puppetry 2. Kalimba 3. Cool Think Programming 4. Handicraft Group 5. Cub Scout 6. Gardening Group 7. Table Tennis Group 8. Sports Activity Group 9. Mini Tennis Group 10. Visual Arts Group 11. Naat Group 12. EC Channel	1. Life Skills 2. Scientific Experiments 3. English Sing and Dance Along 4. Craft of Mosaics 5. Reading Story Group 6. Art & Craft 7. Paper Folding 8. Maths Games 9. Collective Games 10. Moral Education Story Telling 11. English Story Telling

4. Talks and Visits

Talks		
Topic	**Participants**	**Date**
Joyful @ School (Friendship)	P.1-P.6	Cancelled due to half-day school under the pandemic
Joyful @ School (Care)	P.1-P.6	
Joyful @ School (Respect Teachers)	P.1-P.6	
Project Respect 2.0 Friendship	P.1-P.6	3/11/2021
Project Respect 2.0 Care	P.1-P.6	2/12/2021
Life Fighter Talk	P.6	20/6/2022

Visit		
Venues	**Participants**	**Time**
Hong Kong Zoological and Botanical Gardens	P.1 students	Cancelled due to half-day school under the pandemic
Tuen Mun Fire Station	P.2 students	
The Health Education Exhibition and Resource Centre	P.3 students	
Fanling Environmental Resource Centre	P.4 students	
Online educational activity of the Legislative Council Secretariat	P.5 students	1/8/2022
Hong Kong Space Museum	P.6 students	Cancelled due to half-day school under the pandemic

5. Performances

Event	**Participants**	**Time**
PTA Annual Meeting(ZOOM)	P.1	25/11/2021 Shared students' performance's video clip under the pandemic.

6. Post-exam Activities

Items of activities	Participants	Time
STEM Day	P.1-P.4 & P.6	20/7/2022-21/7/2022
Graduation Ceremony Rehearsal	P. 6	12/7/2022-15/7/2022
Sport & Art Day	P.1-P.6	28/7/2022-29/7/2022
STEAM Project	P.5	20/7/2022-29/7/2022
Chinese, English & Maths Games Day	P.1-P.5	3/8/2022
STEM Activities	P.5	22/7/2022-29/7/2022
Visit to Sky100	P.3	19/7/2022
Visit to Disneyland	P.4-P.6	18/7/2022, 27/7/2022, 29/7/2022
Visit to Ping Shan Public Library	P.4	2/8/2022
Visit the Legislative Council	P.5	1/8/2022
Art & Crafts Activities	P.1-P.4	25/7/2022-2/8/2022
Reading Activities	P.1-P.6	13/7/2022
Fencing Day	P.2-P.3	26/7/2022
Inclusion Activity	P.1-P.6	22/7/2022, 23/7/2022
Prize Giving Ceremony	P.1-P.5	4/8/2022

7. Guidance Program & Personal Growth Education

A.

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

B. Strive for Improvement Program

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

8. The Understanding Adolescent Project (UAP)

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

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

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

Activities:

Activities	P4 students	P5 students	P6 students
Orientation	✓	✓	✓
Small Group Session	✓	✓	✓
Day 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 2021-2022. Make-up activities will be held in school year 2022-2023 subject to the 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-P.6	Cancelled due to Covid-19
	Visit to Mine Ground	P.3-P.6	Cancelled due to Covid-19
School-based After-school Learning and Support Grant	Creative Drawing Class	P.1-P.3	10/2021-7/2022
	Cartoon Drawing Class	P.4-P.6	10/2021-7/2022
	Oriental Dance Class	P.1-P.4	10/2021-8/2022
	Table Tennis Class	P.3-P.6	10/2021-8/2022
	Hand Chime Class	P.4-P.6	10/2021-8/2022
Life-wide Learning Grant	English Debate Class	P.5-P.6	10/2021-8/2022
	English Drama Class	P.4-P.6	10/2021-8/2022
	Phonics Class	P.1	10/2021-6/2022
	Drama & Puppetry Class	P.4-P.6	10/2021-8/2022
	Secondary School Admission Interview Skills Training Course(ZOOM)	P.6	2/2022
	Little Pilots Class	P.4-P.6	10/2021-8/2022
	Lego Architect Class	P.1-P.3	10/2021-8/2022
School-Based Support Scheme Grant for Schools with Intake of Newly Arrived Children	Homework Tutorials(Zoom)	Selected students	2/2022-6/2022
Other	Attention Training for Children (Zoom)	Selected students	4/2022-7/2022
	Reading and Writing Training Programme for Students with Specific Learning Disabilities (English) (Zoom)	Selected students	4/2022-7/2022
	Social Playgroup	Selected students	4/2022-7/2022

10. Uniform Groups & Service Groups

Group	Participants
Understanding the Adolescent Project	P.4-6 (48 students)
School Prefects	P.2-6 (40 students)
Library Helpers	P.3-6 (8 students)
School Bus Prefects	P.5-6 (10 students)
CYC	P.4-6 (202 students)

Caring Ambassador	P.1-6 (20 students)
JPC	P.4-6 (40 students)

11. Moral and National Education (MNE)

i. School-based MNE Curriculum

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

In the process, teachers also appraised the learning needs of each class to select the most suitable learning materials and objectives for students.

ii. Integrated Learning Week

Integrated Learning Week was cancelled under the pandemic this year.

The original plan is as follows:

Integrated Learning Week is arranged every year after examinations at the end of the first term for students to understand more about Chinese culture and Hong Kong society. 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 learn about Chinese New Year origins, customs, and myths. They also learn how to make a Chinese New Year dessert. In addition, P.1 students explore the topic by various activities, such as cooking and lion dancing. Students experience Chinese New Year through concrete experiences.

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

The sub-topic for P.3 was, "Racial Harmony". Hong Kong is a multi-cultural society. It is important for our students to understand the meaning of racial harmony. Society requires citizens to cooperate within a diverse society. Understanding and respecting others' cultures is crucial.

The sub-topic for P.4 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.

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

The sub-topic of P.6 is "Chinese Arts". Students learn more about the Chinese history as well as various arts and the culture of China. They worked in groups to try calligraphy or making Chinese traditional dress.

iii. Multicultural Learning Days

To respect the culture of the multiple nationalities in our school, we hold different cultural/country learning days each year that include Pakistani, Indian, Nepali, Filipino, and Chinese New Year learning days. Students learn about the national flags, the cultures and the histories of the countries, famous landmarks, as well as the customs. Students also learned about different national costumes. Students had a chance to learn and appreciate different cultures through participating or observing different customs outside of the normal classroom routine. This year, Multicultural Learning Days were carried out through ZOOM or videos introducing different cultures.

12. Student Welfare

Support Services	Number of Students
Student Health Service	**336**
School Dental Care Service	**387**
Student Financial Assistance	**116**
School Bus Service	125
Lunch Ordering Service	**Cancelled due to Covid-19**
Provision of Lunch Subsidy	**Cancelled due to Covid-19**

13. Whole School Approach to Integrated Education

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

Policy	To promote integrated education in our school, the following measures were implemented: 1. Creating a happy learning environment, an integrated campus, fostering positive learning attitudes and helping students to be well-rounded in all subjects 2. Assisting SEN students to achieve their goals by deploying resources flexibly, and let teachers adopt various strategies that enable them to teach most effectively 3. Providing timely early identification of and relevant assistance for SEN students 4. Adapting and employing a wide array of activities and curriculum supports for students with divergent learning needs 5. Carrying out a whole-school approach to assist SEN students in meeting their diverse needs 6. Developing home and school cooperation to enhance communication with parents to make suitable plans for SEN students
Resources	To facilitate our school's support to SEN students and academic low achievers, the following additional resources were provided by the Education Bureau: 1. Learning Support Grant (LSG). 2. Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs 3. Enhanced Speech Therapy Grant 4. School-based Educational Psychology Service 5. School-based Support Scheme Grant for Schools with Intake of Newly Arrived Children 6. School-based After-school Learning and Support Programs 7. Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students

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

IV. Student Performance

1. Scholarships

The 2021-2022 Harmony Scholarships	2B MASANGCAY SOPHIA AUDREY 3B VINODH KUMAR SAHANA 4C LI KA WO 5B JASNEET KAUR
The Politest Students Award (2021-2022)	2C CHUNG HOI CHING 4B WAN WINNIE

2. Students' Physical Development

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

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

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

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

3. Inter-school Events and Awards

Nature of Activities	No. of Participants	Events / Items of activities	Awards
Chinese	12	Hong Kong Schools Speech Festival (Cantonese) Solo Verse Speaking	6 Merits 3 Proficiency
	57	第八屆元朗區小學生中文書法比賽	57 Merits
	17	素質教育中心舉辦之 "身心健康—勤奮學習" 2021-2022 系列全港硬筆書法比賽(初小組)	5 Teacher Recommendation Awards
English	38	Hong Kong School Speech Festival (English) Solo Verse Speaking	1 Third place 34 Merits 3 Proficiency
	40	Hong Kong School Speech Festival (English) Choral Speaking (P.4-6)	Cancelled due to Covid-19
	15	Jockey Club "All The World's Our Stage" Shakespeare Youth Drama Programme	15 Certificates of Participation 1 Best Actor Award 1 Best Actress Award 1 Most Dedicated Award 2 Breakthrough Actress Awards 1 Best Actor's Attitude Award 2 Best Performance Award 1 Most Improved Award 1 Best Supporting Actress Award 1 Best in Voice Acting Award 2 Best Use of Voice Awards
	6	UNESCO SDGs Debating Competition	Primary Junior 1B - 1st Place Senior group - 3rd Place
Mathematics	4	CMA Choi Cheung Kok Mathematics & Science Trail Competition for Primary Schools	Cancelled due to Covid-19
	4	Semple Memorial Secondary School Rummikub Competition	Cancelled due to Covid-19
General Studies	11	Hong Kong Inter-School Creative Paper Airplane Competition – Longest flying distance	2　1st Runner-up 3　Gold Awards 6　Silver Awards
	9	Hong Kong Inter-School Creative Paper Airplane Competition – Longest time in the air	3　Silver Awards 8　Bronze Awards
	4	Rollback Can Design Competition	4　Second Prizes
Visual Arts	1	"Emerging from the Epidemic through Positive Communication"	1　Merit

Nature of Activities	No. of Participants	Events / Items of activities	Awards
		Colouring Competition	
Putonghua	9	Hong Kong Schools Speech Festival (Putonghua) Solo Verse Speaking	1 Third Place 5 Merits 3 Proficiencies
	3	Tuen Mun Inter Primary School Putoughua Competition- Storytelling Competition	Cancelled due to Covid-19
	13	Putonghua Phonics & Phonological Knowledge Competition	Cancelled due to Covid-19
	5	中國經典故事演說比賽	5 Participation Awards
	2	慶祝中華人民共和國成立 73 周年暨慶祝香港回歸祖國 25 周年香港學界公開賽「學界盃」學術才藝大賽	1 2nd Place 1 3rd Place
Music	11	Hong Kong Schools Music Festivals- Piano Solo	6 Silver Awards 5 Bronze Awards
PE	5	Tuen Mun Primary School Athletic Meet	1 Silver Award
Reading	4	2021-2022 Hong Kong Inter-school Chinese Reading Contest	1 (Individual - Lower Level) 1st Runner-up 2 (Individual Challenge Competition) Edu DynamiX Diamond Award 1 (Individual Challenge Competition) Edu DynamiX Silver Award 1 (Individual Challenge Competition) Edu DynamiX Bronze Award
Dance	1	The 58th Hong Kong Schools Dance Festival	Highly Commended Award in Modern Dance (Solo)
	1		Commended Award in Modern Dance (Solo)
	4	The 36th Tuen Mun District Dance Competition	Silver Award in Modern Dance (Solo)
	2		Silver Award in Modern Dance (Duet)
	1	The 9th Talent Show in Tuen Mun Primary Schools	2nd Runner-up of Dance Section
Others	2	"National Security Education Day" Online Q&A Competition	2 Participation Awards

V. Achievements and Reflections on School Major Concerns

School Major Concern 1:　　Catering to Learning Diversity

A. **An Overview of the Works for Major Concern I This School Year**

To cater for students' diversity, the curriculum development team has planned the following lessons/activities/learning days

1. Integration of different curriculum：

1.1 Integrated learning week (Cancelled due to classes suspension)

　　Objectives

1. Arouse students' interest in learning

2. To deepen students' understanding of Chinese culture

3. Combined with the teaching concept of contextualized learning, students of all grades will have a better understanding of China and Hong Kong

4. Through different modes of learning and design, as well as the presentation of achievements, students can develop different generic skills

5. By participating in the learning process, students can improve their self-learning ability and the use of Chinese, English and Putonghua

6. To increase students' life experience and practice the learning concept of "Community Support School", teaching can be conducted "Out of Classroom"

Description of Activities

1. General Studies, as the leading subject, cooperates with other subjects to design diversified activities and integrates STEM education appropriately

2. Flexible timetable

3. Learning activities include data collection, experiments, teaching activities, AR visits, exhibition boards, and results presentations

4. Utilize the school, online and electronic resources

5. Focus on students' learning process and experience

6. Treat students as planners. Allow students to participate in planning and preparing for the activities while teachers as facilitators

7. Themes for each grade: P.1 Chinese New Year　　P.2 Chinese Ancient Invention　　P.3 Chinese Food Culture　　P.4 Hong Kong Present and Past　　P.5 Chinese Touristic Spots　　P.6 Chinese Arts

1.2 Theme-based teaching (Cancelled due to classes suspension)

Objectives:

1. Arouse students' interest in learning

2. Integrate interdisciplinary courses to improve teaching effectiveness

3. Integrate STEM education to enhance students' problem-solving skills

4. Themes for P.1-P.3: P.1 Lovely animals, P.2 Toys, P.3 Let's go green

1.3 STEM Week

Objectives of STEM Week:

1. Enhance students' ability to problem solve

2. Cultivate students' self-learning ability

3. Themes for each grade: P.1 Little guitar and eco-friendly toy car   P.2 Toy-string telephone

   P.3 Vacuum flask   P.4 Water filter   P.5 Aviation knowledge   P.6 Rocket launcher

1.4 Inter-class Q&A Competition (P.5, P.6)

Objectives:

1. Consolidate students' learnt knowledge

2. Arouse students' interest in e-learning

1.5 Various Multi-cultural Learning Days:

1.5.1 Pakistan Learning Day/China Learning Day/Nepal Learning Day/India Learning Day/The Philippines Learning Day Cum Seasonal Party

1.5.2 Mid-Autumn Festival Learning Day Cum Dress Special Day

1.5.3 Chinese Cultural Learning Day

A Paper Mask
毛球面具

1.5.4 Summer Holiday Booklets for P-4 and P.5 Students

伊斯蘭學校

2021-2022

Holiday SECRET

MISSION

1.5.6. National Identity Education:

- Chinese cultural sharing sessions: conducted by teachers

   Themes include: 24 Solar terms, Chinese herbal tea, Chinese famous heritage sites, childhood toys, etc.

- Chinese and English Days: conducted by teachers

   Themes of sharing: mainly about Chinese culture

- Flag-raising ceremony: all teachers and students attend the ceremony every Monday morning and in important events.

1.5.7. Parent Education

- Parent's seminar: sharing on effective parenting skills

1.5.8. Promoting Reading

- An EC library website was setup to encourage students, teachers, and parents to share their favorite books
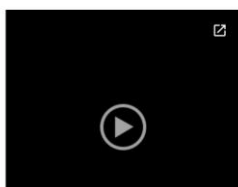
- Storytelling by parents

  Recruited parent volunteers to conduct storytelling sessions during ECA lessons

2. Teacher Professional Development

- Cooperated with EDB Curriculum Development Officer to develop P.3 and P.4 Mathematics school-based curriculum
- Hired an educator who is experienced in curriculum development to develop P.6 mainstream Chinese curriculum
- Arranged workshops for teachers to enhance teachers' awareness of STEM education
- Arranged co-planning sessions and strengthen professional exchanges among teachers
- Continued to optimize the lesson observation policy, set a lesson observation focus on how to take care of students' diversity, and arranged lesson highlights sharing among subject teachers.
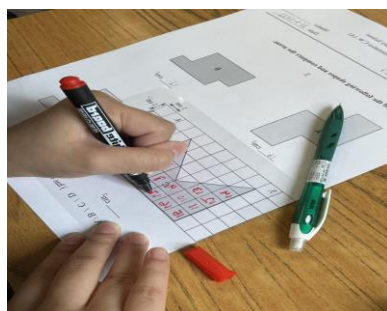
B. Achievements

1. Teacher Professional Development

This year, school-based homework and classroom highlight workshops were conducted within the subject groups. According to the stakeholder questionnaire data, 74% of teachers agreed that the teacher professional development activities organized by the school were very helpful to their work. Most colleagues (76%) also agreed that an atmosphere of professional exchange in the school has been formed. This year, teachers have also been arranged to participate in different advanced training, such as gifted education, STEM education, understanding how to help gifted underachievers or gifted students with rich STEM knowledge, etc.

In addition, this school year, we also invited a speaker to the school to explain STEM education. In addition, most colleagues also used different teaching strategies to cater for the students' learning diversity. According to the stakeholder questionnaire data, 79% of colleagues often adjust teaching strategies and content according to students' learning progress. Teachers have also designed different levels of questions asked in the lessons through co-planning sessions.

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

2. Strategies in Catering for Learning Diversity

Teachers taught different learning strategies to assist students' learning, for example, circling key words and highlighting key points using a highlighter. According to the stakeholder questionnaire data, 93% of teachers also taught concept maps. In addition, the teachers also deliberately designed unit booklets of different levels. The booklets were rich in content and can cover different elements such as reading strategies, fundamental language knowledge, concept maps, pre-tasks, e-learning, etc. The booklets from different subjects were organized and had clear learning objectives. Scaffolding was designed to help students construct knowledge. Images/picture clues were used to consolidate students' concepts.

This year, a talent pool has been established. Teachers have also selected students from the talent pool to participate in different after-school classes and Saturday interest classes. This year, teachers have been arranged to participate in different related training, such as: gifted education, STEM education, understanding how to help gifted underachievers or students with STEM talent, etc.

According to the data from the student stakeholder questionnaire, 70% of the students agreed that teachers often guided them in learning methods, such as doing pre-task before class, using concept maps, etc. In addition, 60% of the students agree that the teachers often arrange learning activities, such as group discussions and oral presentations, etc. even though the teachers were unable to

arrange group discussions due to the epidemic, the teachers also arranged other learning activities in the classroom to cope with the restrictions of the epidemic, such as multi-sensory teaching design, different levels of questioning and hands-on activities, etc.

Each subject should continuously optimize the core curriculum and define the basic skillsets of the curriculum to plan the corresponding enrichment and remedial programmes to cater for the students' diversity.

The school's communication culture such as co-planning sessions and peer lesson observation has been formed. This year's peer lesson observation focuses on how to take care of the students' diversity through different learning activities/questions at different levels.

3. Strategies in Arousing Students' Learning Motivation
3.1 Promoting Reading
This year, an EC Library has been established to encourage students, parents and teachers to upload reading and sharing videos to the school's "Reading and Sharing" website. A promotion was carried out during library lessons. Some students submitted videos for reading and sharing. The students are confident and can introduce the content of the story well. Other students like to watch these videos.

3.2 Task Sheet Design
In terms of homework, most task sheets are thoughtfully designed and rich in content. Most teachers could design appropriate homework to understand students' abilities. The homework content provided model essays that were close to students' lives and could relate to students' life experiences. This helped enhance students' learning motivation.

In addition, most of the task sheets have been designed in different levels. Teachers marked the task sheets carefully and gave qualitative feedback or responded with questions to stimulate students to reflect on their learning. In addition, teachers also included a column in the task sheets called "correction and adjustment" for students to self-assess their performance. Students with different learning needs could effectively improve their learning effectiveness.

Teachers taught different learning strategies to assist students in learning. They deliberately designed different unit booklets of different levels. The unit booklets of each subject had clear structures, clear learning objectives, obvious scaffolding and they were well-organized.

For Chinese, English, and Mathematics in P.4 to 6, the Google Classroom platform, Quizizz, Padlet and other electronic platforms were used to allow students to complete a variety of electronic homework, display results, peer-assessment, and share the knowledge they have learned or share their views on current affairs, to promote peer exchanges, learn from each other and learn to appreciate. At least half of the students in each class have completed the electronic assignments.

C. Evaluation

1 Teacher's professional development

Although the talent pool has been established this year, it has not been fully utilized to cater for the different needs of the students. It is therefore recommended that we should increase the use of the talent pool in the coming year. The school centrally organizes the list and selects students to join enrichment / remedial classes, so that students can give full play to their strengths. In addition, in terms of curriculum design, subject teachers can also add challenging questions or small challenging tasks to the course for students in the talent pool or students with higher abilities to enhance students' learning motivation. Although the school's exchange culture such as joint co-planning sessions and peer observation has been formed, according to the statistics of this year's lesson observation records, only about half of the teachers included pre-tasks and extended learning tasks in their teaching. Only about 55% of teachers effectively used questioning and feedback in the classroom. Therefore, there is still a need for schools to assist teachers in improving their professionalism so that teachers can design diversified homework and classroom activities to enhance students' learning motivation.

2. Strategies in Catering to Learning Diversity

According to the data from the stakeholder student questionnaire, only 70% of the students agreed that the teachers often guided their learning methods, such as doing pre-tasks before class, using concept maps, reference books and online resources, etc. The figure dropped by 6% from the previous year, and only 71% of students agreed that teachers often pointed out their learning progress and problems. 66% of the students agreed that the teacher's questions in the classroom are instructive.

In addition, although 60% of students agreed that teachers often arranged learning activities, such as group discussions and oral presentations, which has increased by about 4% compared with the previous year's data. However, by looking at the overall data, there is still room for improvement. Since the students in the school come from different learning backgrounds and countries, their learning abilities vary greatly. Therefore, it is necessary for the school to continue to consider catering for students' diversity as a key development project to improve students' learning performance.

3. Strategies to Enhance Students' Learning Motivation

According to the data from the stakeholder parent questionnaire, only 63% of parents believed that their children had a strong interest in learning, which is about 4% lower than the previous year's data. When compared with the previous two years' data, there is a more obvious decline, which is about 10% lower. The results suggest the school should address various learning points and use different methods to enhance students' learning motivation.

The school has formulated different strategies to promote reading to increase students' interest and motivation in learning, such as arranging mobile library carts, implementing self-directed reading programs in language subjects, promoting non-fiction books, establishing EC Library, etc. However, due to the epidemic, the library has not been fully opened, and the opportunities for students to read books have decreased. From the statistics of the number of books borrowed, the number of books borrowed by students has indeed decreased significantly, and the number of students who submitted reading and sharing videos was only a small number. Therefore, it is necessary for the school to continue in enhancing students' learning motivation by promoting reading.

4. Strategies for Improving Students' Learning Motivation from Task Sheets Inspection
It can be seen from the inspection of the task sheets that although the task sheets of each subject are diversified and the tasks are graded, students' unsatisfactory performance indicated that they did not complete the tasks seriously or the learning strategies taught have not been consolidated. However, from the stakeholder data shows that colleagues also agreed that learning different learning strategies is of great help to students' learning. Therefore, it is recommended that teachers should continuously teach students different learning strategies in each subject and guide them to apply them to consolidate their own study.

In addition, teachers also believed that although teachers deliberately arranged different types of e-learning platform assignments and help parents purchase mobile devices for e-learning, the completion rate of students is also low. Although students know how to use Google Classroom and STAR e-learning platform, the habit of using these platforms to learn has not been established. Therefore, it is recommended that teachers continue to arrange more diversified assignments (including e-learning platform assignments) in the coming year, so that students can get used to using the e-learning platforms to promote learning.

According to the data from shareholder teacher questionnaire, the teachers believed that students could learn automatically and consciously, and the approval rate is only 50%. The data reflects the low usage rate of students using the e-learning platform after class. Students are already less motivated to complete paper-based assignments, let alone electronic assignments. However, the data from the stakeholder student questionnaire shows that students agreed that they can learn automatically and consciously, and the approval rate is close to 60%. This data shows that there is a big gap between teachers and students in the requirements and cognition of self-conscious or autonomous learning. According to the stakeholder parent questionnaire, in the item about parents believe that their children can learn automatically and consciously, the approval rate is about 50%. Therefore, there is still a certain distance between teachers' expectations for students' learning and parents' expectation for students' learning. It is recommended to continue to use different strategies / work / parent workshops in the coming year to emphasis students on their learning, and enhance students' learning motivation, to improve students' learning performance.

5. Strategies for Improving Students' Learning Motivation from lesson Observation

Most of the objectives optimized unit teaching could be achieved with the purpose of unit optimization, and the relationship between different lessons is closely linked. Although students' abilities vary, teachers could also use appropriate teaching strategies in response to students' different learning needs. Most of the classes also had a tight structure, from motivation to lesson conclusion.

In addition, although group learning activities could not be arranged due to the epidemic, teachers could also use multi-sensory teaching design, such as: using songs, games, etc. to allow students with less ability to understand difficult concepts. In addition, teachers deliberately arranged different levels of questioning, teaching in small steps, or graded classroom activities to cater for the students' diversity. However, teachers can pay attention to giving appropriate waiting time when asking questions, so that students have enough time to think. Otherwise, students will habitually wait for the teacher to give the answer without thinking.

Moreover teachers should also make appropriate adjustments according to students' learning performance and understanding level in class. Even though the teaching plan and teaching design have different teaching objectives and expected learning outcome, if students' performance in the classroom is not as expected or shows that they do not fully understand what they have learned, the teacher should adjust the teaching pace and change the teaching strategy accordingly. In addition, there are a certain number of students with higher abilities in each class. Teachers should also consider how to take care of students with higher abilities in and out of the classroom to improve students' learning motivation.

School Major Concern II: Accepting Ourselves and Others

A. An Overview of the Works for Major Concern II This School Year:

In recent years, one major component for our school major concerns is 'Love'. In the school years 2018-2021, our school major concern was 'Love ourselves, others and life'. For the 2021-2024 school years, our major concern is 'Acceptance, Appreciation and Love'. Our school major concerns begin with the word "Love" which echo our school rationale, 'Every student is worth teaching and is teachable.' We also believe that school is more than a place just for learning, a school should also be a place where care, concern, support, and mutual respect are practiced. One of the major challenges this school year was the course of the pandemic. Our school had to adjust school policies and routines according to the "Health Advice to Schools for the Prevention of COVID-19" and "Prevention of Coronavirus Disease 2019 (COVID-19) Health Protection Measures for Schools." As a result, some of our planned measures were not carried out effectively.

1. Behavioral Engagement

Our school adopted student-centered approach. Each student is expected 'to be seen', 'to be recognized' and 'to be seen as important'. The school arranged different activities intentionally to allow students of different groups, interests and abilities to feel a sense of belonging as well as finding their own value.

1.1 Orientation Programs

In the beginning of the school year, all new students are enrolled in an orientation program. In the program, ice breaking activities are arranged for the teachers and students. New students get a chance to know their new teachers and classmates.

Through the orientation activities, new students get to know more about the school environment, routines and their new schoolmates. Students are expected to develop a mutual support network through the programs.

1.2 Birthday Celebration

Every student's birthday is celebrated at the school. The school holds regular birthday parties for students. The school also designed school-based birthday cards for class teachers to write messages and mail them to the birthday students. Students can feel how they are connected to the school teachers with this arrangement.

1.3 Monthly Theme-based Assemblies

Although the whole school gathering has been restricted due to the pandemic, the school changed the arrangement of school assemblies. The school makes use of Zoom to deliver the learning content of the assemblies. Students can still participate in the pre and post learning task of the assemblies.

(Display board for monthly assembly)

(extended activities for monthly assembly)

1.4 Monthly Stars

All students demonstrating their effort are appreciated. The school set up four different monthly stars. Class teachers select the monthly stars based on their performance. All monthly stars receive a badge.

1.5 School-based Guidance Rewards Program

There is a School-based Guidance Rewards Program in our school. Smart chops will be given to students after they have shown progress or exhibited some appreciated behaviours. Students can redeem gifts with their smart chops. In this school year, some rewards were even designed by our teachers. These rewards can even be some teachers' quality time or special arrangements in the school.

2. Knowledge Engagement

Our school tries to design tailor-made teaching plans and curriculum for our students, aiming at engaging students of different learning abilities and needs to learn, catering students' diversity, strengthening students' thinking skills as well as motivating students to learn and face academic difficulties.

2.1 Personal Growth Education (PGE) and School-based Moral and Civic Education (MCE)

Each school year, our school reviews the effectiveness of the PGE and adjusts the teaching and learning content. Teachers' co-planning sessions will be arranged for the new PGE lessons. Our teachers exchange their ideas about how to deliver the PGE lessons. As there are Non-Chinese Speaking (NCS) students in the school, we adopted English content to cater for our students' needs.

We also rearranged the content of the PGE and MCE, elements of 'Love' and character strengths were included in the lesson plans. With the help of the Project Respect 2.0 (sponsored by the Lee Heyson Foundation), we developed a set of MCE related to the theme 'love'.

Moreover, we also implemented values education in different subjects. All subject teachers have designed values education activities based on the theme/ learning area during the co-planning session.

高小成長課教案

教學主題： A4_《疏導情緒》 品格強項：真誠
目標：
1. 明白清楚表達情緒的重要性
2. 認識真誠表達情緒，包括使用文字、語言、肢體等表達方法
3. 思想疏導情緒的方法，同學體驗互相分享關心
對象： 高小學生
節數： 一節 (60 分鐘)
所需物資： 簡報、氣球、氣泵、心靈藥方材料包、百子櫃卡板

時間	內容	物資
10 分鐘	（一）分享小點滴：透過老師分享自身經歷，引起同學學習動機 老師分享一次被取騙經驗	
	學習重點：認識真誠及其好處 1. 老師問同學對真誠的理解，參考簡報，與同學分享甚麼是真誠，及真誠的好處 I. 說實話、真實地表現自己，以真誠和真摯的態度生活，以「真心」對己待人。 II. 真誠的好處：研究指出真摯誠實的人很受歡迎，而別人也享受及喜歡與他們建立緊密的關係，對自己而言，能建立正面的情緒，**因為你能表裡一致，享受真摯地表現自己的自由**	簡報

初小成長課教案

教學主題： F1_《不同很好、各有優點》品格強項：團隊合作
目標：
1. 欣賞各人的不同，互助互愛，發揮團隊合作精神。
2. 認識發揮品格強項《團隊合作》的方法
對象： 初小學生
節數： 一節 (60 分鐘)
課堂物資： PR2 成長課_初小《不同很好、各有優點》簡報、南瓜湯材料、南瓜煲

時間	內容	物資
10 分鐘	（一）分享小點滴 **學習重點：透過老師分享自身經歷，引起同學學習動** 老師與學生分享自己與一位個性/職業/嗜好不同的朋友團隊合作的經驗。例如制服團隊。老師分享在過程中互補不足的合作經歷。然後分享『瞎子和跛子』的故事 （附件一）。	

2.2 Chinese Cultural Learning Period

Although most of our students are NCS, we still place a high priority in Chinese Culture and National Education. This school year our school arranged Chinese Cultural Learning Period every Monday morning, providing students with opportunities to embrace Chinese culture and its' positive values. During the Chinese culture learning period, both teachers and students participated. Some of our students were invited to perform Cantonese and Putonghua poem reading.

2.3 Curriculum

A good curriculum and planned arrangement of lesson activities engages students of different needs and levels and enables them to learn positively. Our school sets up bi-weekly co-planning sessions for teachers teaching the same grade level. During the meeting, subject teachers discuss and arrange activities to develop students thinking skills and multi-intelligences. Our school also added value education content in different subjects, allowing our students to engage in different perspectives.

2.4 Life-skills Classes

Our school arranged life skills classes for P.1-P.4 students. Students can learn life skills which are outside of the academic curriculum. All students participated in these classes actively. They were e given chances to show their abilities outside the normal curriculum to provide them chances to learn.

2.5 Learning Days

Our students come from different countries, and we make this a learning opportunity. We arranged different learning days before or after some special festivals or days of each country(e.g. Pakistani learning day, Indian learning day, etc.) All our students are the central players in these learning days. During the learning days, we introduce the culture, food and festivals of the country. Our students are also invited to share. This motivates students by validating their culture.

3. Emotional Engagement

The school should be a place where care, concern, support, and mutual respect are practised. Based on our students' needs, the school provides opportunities for students, at the whole-school level, grade, class and individual levels, to learn about their emotions and provide them with suitable space and time to listen and express their feelings freely. Before and after the activities, our teachers arrange debriefings for the students, allowing our students to have more experience in handling their emotions positively.

3.1 Class Display Boards

Each school year, class teachers and students of each class design their class display boards together. The school concern this year is 'accepting ourselves and others'. Each class designed a board focusing on the students. Different themes were set, for example, self-introductions or target setting. Through designing the class boards students have a chance to express themselves.

3.2 Special-Class Teacher Lesson After Class Resumption

Face-to-face classes were suspended for a few months this school year due to the pandemic. After the special summer holiday, our students needed to adapt to new school life again. Before the class resumption, we shared how to assist students to adapt to school life in a teacher meeting and provided related resources for our staff. On the first day of the class resumption, we arranged a special-class teacher lesson for our students. During the special-class teacher lesson, students learned about the people who had served us during the pandemic and made thank-you cards for them. Students were also given a chance to share how they spent their time during the pandemic.

3.3 P.5 Student-teacher Archery Day

Secondary school preparation work starts when students reach P.5. The stress of P.5 students is much higher than their counterparts in other grades. The school intentionally arranged the P.5 Students-teacher Archery Day to allow teachers and students to enjoy a stress-free day. Through the activity, a positive student-teacher relationship was fostered and students' non-academic performance was demonstrated.

3.4 Special Zoom Support Groups During the Special Summer Vacation

There was a Special Summer Vacation in March this school year. To cater for our students' growth needs, our school arranged special support groups for our students. These support groups were interest classes and our school social worker also participated in. Students were given chances to express themselves by showing their work done in groups. These groups included a board game group, magic group, Zentangle group, origami and painting group. Through self-exploration and learning to express themselves with the group students gained self-efficacy and esteem.

3.5 Understanding Adolescence Project (UAP)

UAP aims at improving P.4-6 students' resilience. The 3 main elements of resilience are personal competence, belongingness, and optimism. Personal competence includes social skills, problem solving skills, emotional management, and target setting. Sense of belongingness can be built based on a caring and supporting relationship. Optimism includes being hopeful and believing positive changes can be made. Students can face the challenges in the future with these 3 elements learnt in UAP.

4. Social Engagement

Our school arranged group and class activities to facilitate communication between students and teachers. After each activity, teachers or social workers had debriefing sessions with the students. Post-activity, teachers observed students' emotions and social needs and helped them build up their social life by providing timely support for them. Students could feel they were being cared for and understand that the school is supporting them in different dimensions other than solely their academic life.

4.1 Class Management

We designed different class management activities with the theme, 'accepting ourselves and others'. We arranged class competitions, birthday parties, dress special days, multi-cultural learning days for our students so that they could be engaged socially. Though some of the activities were cancelled due to the pandemic, our school changed the ways of delivering these activities to help students to develop their sense of belonging and positive values.

4.2 Social Groups for Lower Grade Students

We arranged social groups for lower grade students. In the social groups, activities, including storybook reading, games, visual arts production were held. Through these activities, students know more about their counterparts outside of classroom learning, allowing them to be more connected.


4.3 Student Helpers Appointment

Students from all grades can be student helpers in our school, regardless of their academic achievement. Offering these opportunities to students helps improve their self-esteem, capability and belongingness. Aside from asking the students to become helpers, our school made notice boards about them and their duties so that the whole school could get to know them.


4.4 Enjoying Social Life Through Recess

There are three recesses every day in the school. In the recess, students of different grades take turns to go to the school covered playground, table tennis area and basketball court. Our PE teachers designed different activities for the students, and we also bought some toys for students. Recess allows students to socialize as well as do something that they like. It is good for both mental and physical health.
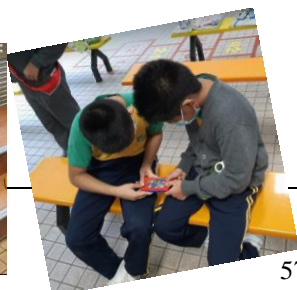
4.5 School Decoration

Planned decorating has been set up around the school campus. The school environment is a part of students' learning. This school year, the school set up different decorations based on the school major concern. The theme 'acceptance' was demonstrated through different decorations. The school also set up visual aids in classrooms to help demonstrate how to show care, support and get along with others.
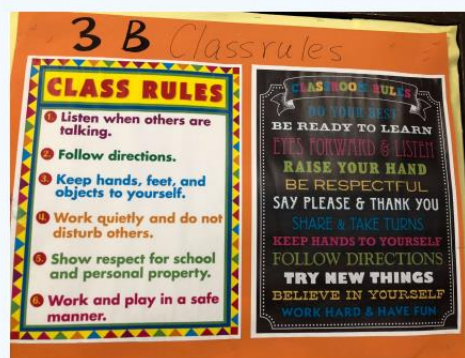
4.6 Music Video

Music is one of the ways we use to connect every student and teacher in the school. We made the music video "Spread our Love" this year and played the music video in the morning assemblies. Through the meaningful lyrics in the song, students could learn how to take care of themselves and support their schoolmates.

作曲及填詞： Aki @自由空間、伊斯蘭學校同學
編曲及混音： Lung Wei@Espresso Studio
錄音： 彤@Espresso Studio
拍攝及剪接： PAKYI@自由空間

5. Engagement with Families and Communities

Our parents are stakeholders and partners. Improving engagement with families and communities brings benefits to our students. Our school arranged different chances to let our parents know about their children's lives in the school. We also helped to connect different families, encouraging families to mutually support each other. We also provided additional resources to the parents in our school and helped to connect our students' families with the local communities.

5.1 Class-teacher Lessons for Parents

The school builds a channel for parent communication by allowing parents to partner with the school. At the beginning of each school year, the school invites all parents to our school to have a

class-teacher lesson. In the lesson, we share about students' school life and learning. We also let parents ask questions about the school to enable them to learn more about the school and the teachers in turn understand parents' concerns.

5.2 Orientation Programs for New Parents

New parents were invited to the school for our orientation program. We introduced the school social work services, activities for parents and students in the school, and community resources. In the programs parents learn about the importance of providing an inviting and supportive environment for students. It helps improve parent-child relationships and parenting skills.

5.3 Inclusive Workshops for Parents

There is a rich diversity of culture in our school. Our support network for parents features inclusive workshops catering to this diversity and allows parents from different countries get to know one another. One example is an experimental art workshop. Through the workshops, parents cooperate together in a harmonious environment.

5.4 Parenting workshops

Our school promotes positive parenting and encourages good parent-child communication to improve parent-child relationships and nurture the potential of our students. In the parenting workshop, parents learned about positive discipline and emotion management through discussion activities. Through the art creation activity parents shared their parenting experiences in a relaxing atmosphere.

5.5 Parent Volunteers and Parent-child Music Creation Group

Parents are integrally involved in school activities. School volunteer parents, for example, read stories with our students. Parents were also injection helpers during vaccinations. New for this school year, we arranged a parent-child music creation group in which students and parents experienced creating together. The home-school relationship moves in two-ways showing parents can help contributing to the school too.

5.6 Connecting Parents with Community Resources and Hong Kong Culture

The school uses a mobile app to distribute helpful information to parents. The information includes parenting information, secondary school information, disease prevention information, community support, and parent support information. This information connects our students' families with helpful resources and the larger community.

We also arrange celebration activities for different traditional festivals. Through these celebrations students and their family members feel a sense of acceptance and appreciation. It helps them to connect to the community. This year, on Mother's Day, we provided handmade soap flowers for students to give to their parents as Mother's Day gifts.

B. Achievements

1. Teaching Staff Have Reached a Consensus that the School Plans Suit the Needs of Students and Teaching Staff are Working According to the School's Rationale.
Consensus and commitment among the staff were effectively fostered. Each year, our school spends time meeting to engage all teaching staff how to understand the rationale for the school MCs. We also explained the school discipline and guidance rationale, and, developed consensus among all teaching staff in the Discipline and Guidance Team's meeting. In the stakeholder questionnaire, 73.9% of the teaching staff agreed that "The school's discipline and guidance work is geared to students' development needs." 83.4% of staff agreed that "The school can help develop correct values for students." At the same time, 88.5% of staff agreed that "The school can help students develop good interpersonal skills." The result demonstrated that the school had fostered consensus among teaching staff, allowing discipline and guidance work to be carried out effectively.

2. A More Positive School Environment was Built. Students Followed Rules and Behaved Better Than the Last Few School Years Due to a Better Setting and Timely Teacher Follow-up.

Many new guidelines were set to prevent the spread of the pandemic. Our school used effective class management and explained the reasons behind those new rules. When students could not follow the new guidelines, our teachers followed up and taught the students with caring manners. This year, in the students' stakeholder questionnaire, more students agreed that "My schoolmates are self-disciplined and abide by school regulations," compared with the questionnaire in the last four school years. In the parents' questionnaire, more than 85% of the parents agreed that "The school is able to foster my child's self-discipline and make him/her abide by school regulations."

3. Students Have More Fruitful Learning Experiences and Learn to Get Along Better With Each Other
Our school offers different learning experiences to our students. Examples include extra-curricular activities, monthly assemblies, class management activities, different learning days, secondary

school preparation, sex education talks and inclusive programs. Compared with last year, our students experienced more different types of activities. Looking at the data from APASO about 'experiences', our students rated this year better than the average data of all Hong Kong students. In the questionnaire, students reflected that they can always do what they like and enjoy in the school. With more different types of experiences, they had more experience getting along with one another. Our students' data in 'Caring' and 'Respecting others' are also better than that of the data of Hong Kong schools. In the questionnaire, they expressed that they could care for others, consider others and respect others. The stakeholder questionnaire for parents also indicated a similar result; 87.6% of the parents agreed that 'My child gets along well with his/her schoolmates'. These data reflected that providing different experiences for students benefits them.

4. Parents Showed Positive Attitudes Toward Supporting Students' Development

In the first term, our school arranged different parent-child and parent-teacher activities. Through those activities, parents-teachers communication was fostered. This communication improved the mutual trust between parents and teachers. In the parents' stakeholder's questionnaire, parents showed great support to our school. More than 80% of the parents agreed that "The school is able to help my child solve the problems he/she encounters in his/her growing process, such as in their physical and mental development, making friends and academic performance." More than 90% of the parents agree that "The students of this school respect their teachers.", "The teachers care about my child." and "I am pleased to let my child study in this school.". The data was better than that of the past. It reflects that the school's efforts to engage parents' is working, and the school should continue its efforts to work cooperatively with parents.

C. Reflections

1. Engaging All Teaching Staff in the Process of Planning and Evaluation

Although most teachers agreed that the students' development needs were catered to, the data of teachers agreeing that "The school's discipline and guidance work is geared to students' development needs." dropped from 90.7% to 73.8%. Teachers play an important role in the implementation of school plans. Work becomes more effective when teachers are well engaged. It is suggested that more opportunities should be offered to teachers in the planning and evaluation of school discipline work and that meeting times should be increased. It is expected that results in the program plans will become more effective when these efforts are put in.

2. Continuous Evaluation and Adjustment of Students' Guidance Work Throughout the School Year

There was a drop in the teachers agreeing, "The school's discipline and guidance work is geared to students' development needs.". The school noticed that there had been quick changes in the environment. For example, there were multiple school suspensions, leading to more unsupervised individual time for students, which caused some improper internet and money use among students.

However, it was too difficult for the school to react quickly during the suspension and implement some preventive and follow-up guidance work for the students. It is suggested that information literacy be introduced in the school guidance work. Continuous evaluation and adjustment of guidance work catering to the latest needs of our students is also recommended.

3. Maintaining a Good Balance Between School Guidance Work and Academic Work
Although positive feedback was collected from the 'experience' questionnaire in APASO, there was some negative feedback from other data. It indicated that our students show higher negative emotions in APASO, and there has been a drop in the student stakeholder questionnaire in, "The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance". "The school is intent on fostering our leadership." and "The school actively fosters our virtues." The agreement rate of these items dropped from 78.9% to 67.7%, 72.4% to 59.5% and 72.8% to 66.2%. Some of the school measures were cancelled due to the pandemic. After the special summer holiday, teachers were trying to keep up with the academic teaching schedule, and the number of students seeking emotional support was increased. The school should consider implementing measures to balance the student's development and academic support so that students' whole-person needs can be catered to.

4. Resuming Student Helpers' Duties and Improving the Recess Arrangement
Because of the disease prevention measures, no activities had been arranged for students to have recesses in the classrooms. It is recommended that the school, fulfilling the disease prevention measures, tries to give more options to students during recesses. The school may also consider to resuming the duties of class student helpers, offering more chances for students to learn. It is expected that, together with the class teachers' debriefing, students learn that the school intends to foster their leadership through these arrangements.

5. More Class-teacher Time Should Be Arranged
This school year, students spent less time with their class-teachers. In the past, there were longer class-teacher periods and lunch time with class-teachers. This class-teachers' time is essential for them to learn about their students and to help students solve the problems they face. However, in half-day school, there were only 15 minutes of class-teacher time each day. It is recommended that the school arrange more class-teacher time for the students, for example, some class-teacher lessons can be set up in lessons 7-8 on Fridays. Additionally, we can also organize some class activities that allow our teachers and students to share more.

6. Promoting an Inclusive and Positive School Environment
Our school should continue using classroom management, guidance activities and planned decoration to promote a positive environment. Our school also needs to increase the parent and teachers' acceptance level towards SEN students; our school student support team will organize

sharing sessions during parents' activities. These sharing sessions aim to increase the parents' awareness of students' uniqueness. The student support team will also invite teachers to have observations on the group activities that they organize so that their experience and skills can be passed on to other teaching staff. Moreover, the student support team will continue to work under the rationale of "providing support before assessment" and promoting acceptance around the school.

VI. Key Issues of the New School Development Plan 2022-2023

School Major Concern 1: Exploring Students' Potential

School Major Concern 2: Appreciating Ourselves and Others