

Islamic Primary School School Report 2024-2025



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I. Our School

1. School Motto

The school motto is, “Scholarship and Fraternity — Be Well Educated and Love Others”. Our school is dedicated to helping students achieve balanced development in the following six areas: morality, intelligence, physical fitness, team spirit, art appreciation and emotional well-being. School takes the responsibility to carry forward Chinese traditional culture and promote racial harmony.

2. School Mission

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

3. School Management

Islamic Primary School is a whole day aided school located in Yau Oi Estate, Tuen Mun. The Chinese Cultural and Fraternal Association founded the school in September 1980. The Chinese Cultural and Fraternal Association is a non-profit organization with charity. It started to operate school in 1929. At present, there is one aided secondary school, two aided primary schools and one non-profit-making kindergarten.

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

Supervisor: Chui Yun Cheung

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

Sat Sing Hin, Saadullah (Sponsoring Body Manager)

Ma Siu Wen (Sponsoring Body Manager)

Ha Kay Wai, Harry (Sponsoring Body Manager)

Ma Wai Sze (Sponsoring Body Manager)

Cheung Tai Yan (Sponsoring Body Manager)

Ma Shuk Yee Ayishah (Alternate Sponsoring Body Manager)

Ng Sui Lan (Independent Manager)

Ko Tak Yin (Principal)

Yeung, Karen Ka Yan (Parent Manager)

Ng Lai Kwan (Alternate Parent Manager)

Lo Chi Wai (Alumni Manager)

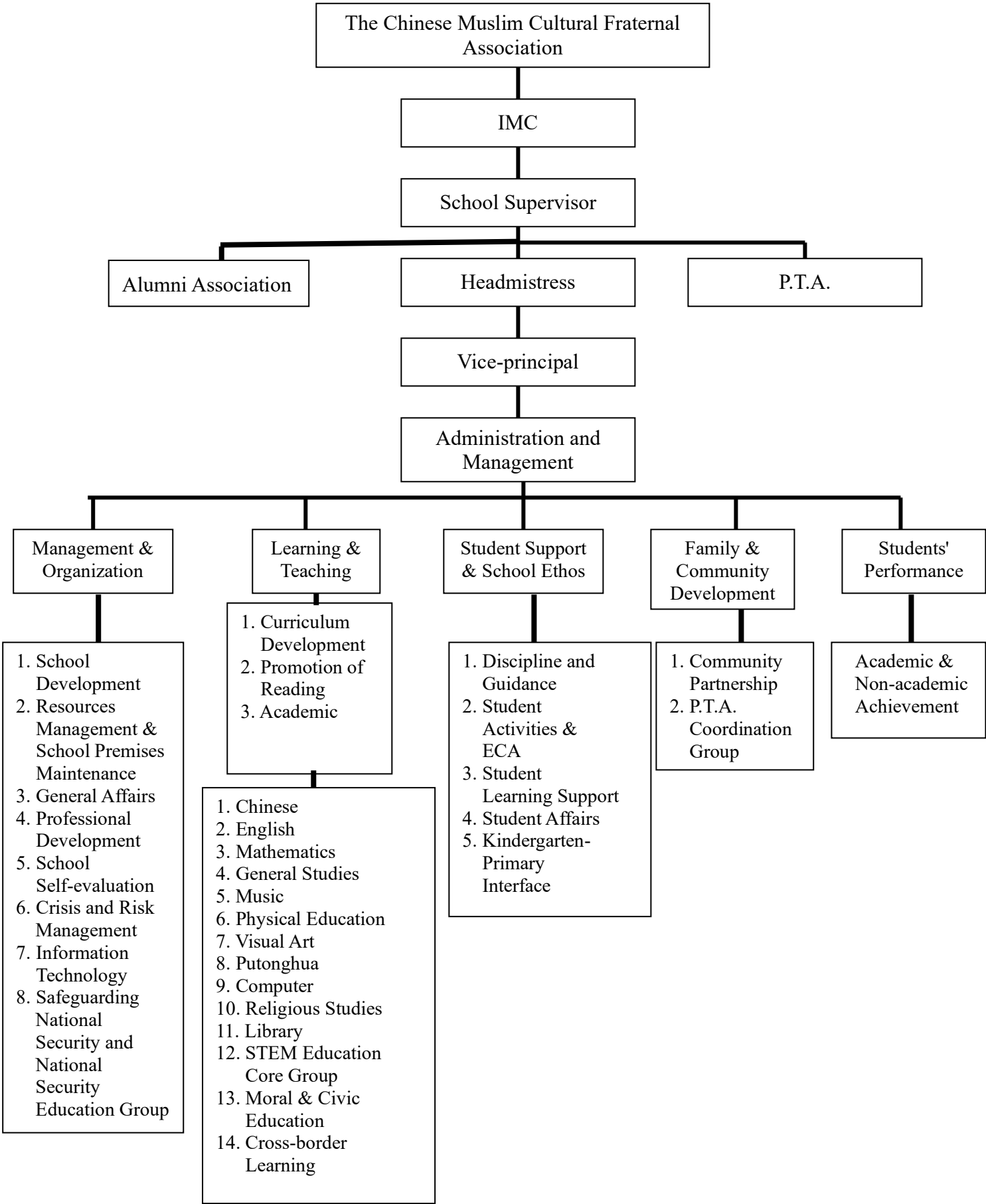
Lee Mei Ngan (Teacher Manager)

Au Yeung Kam Wah (Alternate Teacher Manager)

2024-2025 Incorporated Management Committee Structure (IMC)

Members School Year	Sponsoring Body Manager	Principal	Parent Manager	Teacher Manager	Alumni Manager	Independent Manager
22-23	7	1	1	1	0	1
23-24	7	1	1	1	1	1
24-25	6	1	1	1	1	1

4. School Organization



5. Staff Establishment

Teachers in school year 2024/25

Principal	Vice-principal	PSM	CD	SENCO	APSM	Librarian	NET	Contract Teacher	Total
1	1	9	1	1	17	1	1	7	39

6. Staff List

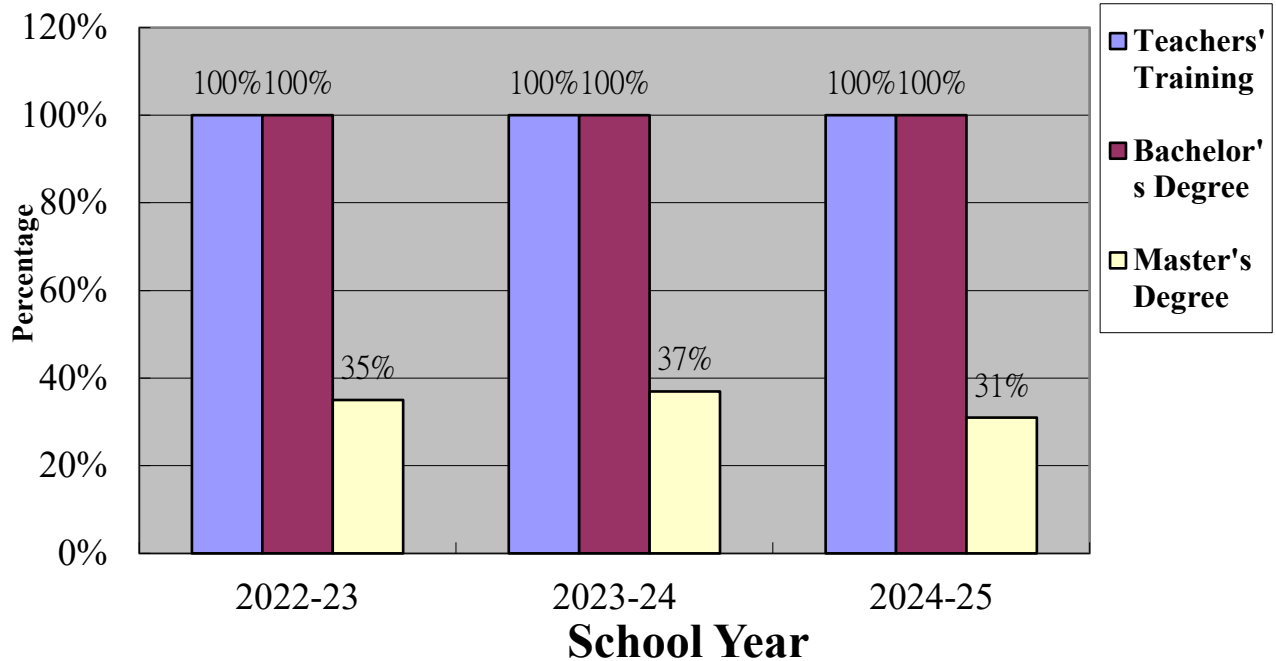
Principal :	Ms. Ko Tak Yin
Vice-Principal :	Ms. Kwok Wing Ha, Mr. Mok Hon Wai
Administration Committee :	Mr. Lee Wai Keung, Ms. Lee Mei Ngan, Ms. Yuen Wing Ting, Ms. Ng Kwok Chu, Mr. Mo Chun Leung, Ms. Chan Wai Sim, Mr. Tsang Yiu Kei, Ms. Yuen Wai Man, Mr. Au Yeung Kam Wa, Ms. Lee Po Po
Curriculum Development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

Class teachers:

6A	Lo Kit Ying	6B	Lam Shu Piu	6C	Chung Sin Wa	6D	So Kathleen
5A	Cheng Siu Wing	5B	Wong Chi Yung	5C	Ko Ying Fung		
4A	Wong Chun Yiu	4B	Lee Mei Yee	4C	Lin Yeqing		
3A	Zeng Yunxi	3B	Ng Yuk Lan	3C	Pang Wing Chi		
2A	Lin Cheuk Ying	2B	Maria-Jabeen				
1A	Leung Siu Lai	1B	Pang Po Ying				

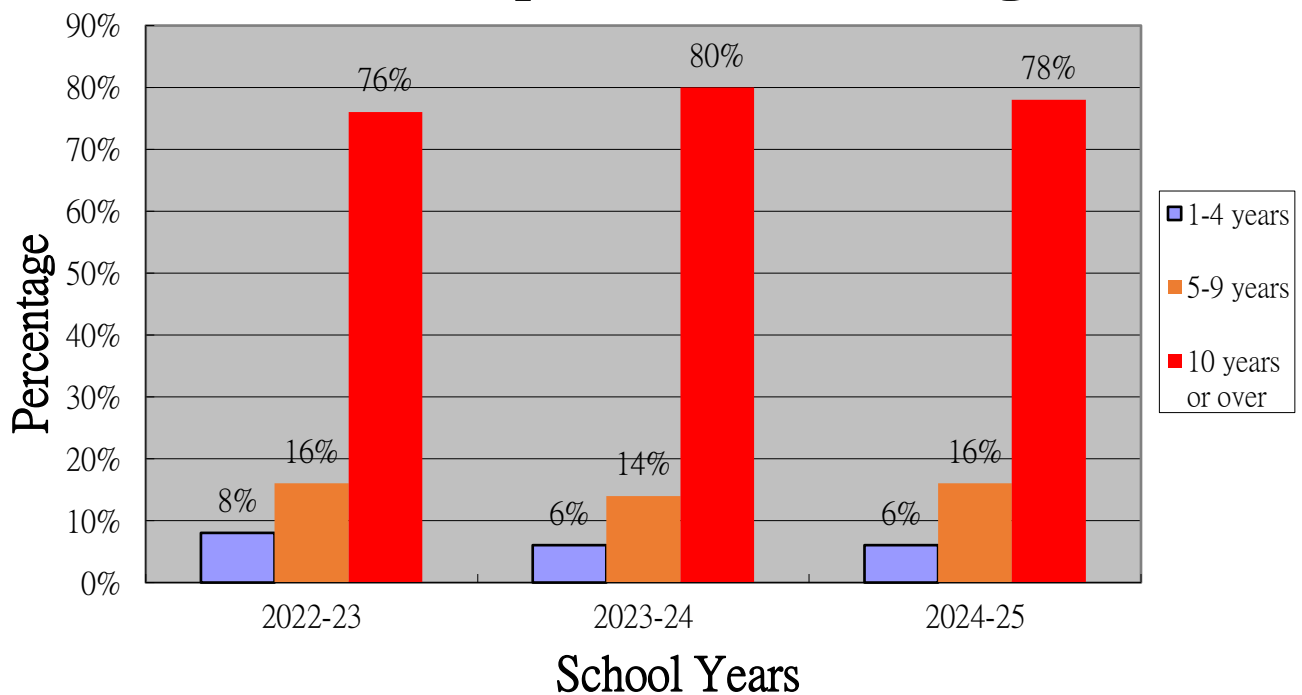
7. Principal and Teacher Qualifications

Teacher Academic Qualification



8. Teacher Experience

Experience of Teaching



9. Teacher Professional Development

Date	Activities
20/9/2024	Introduction to Secondary School Allocation Electronic Platform
23/9/2024	Outdoor Education in STEM
23/9/2024	Briefing on Education Bureau Circular No.: 21/2024 “Upholding Students’ Right to Education”
24/9/2024	Seminar for Special Educational Needs Coordinators in Primary Schools (I) —Train the Trainers - An Encountering Experience to Facilitate Successful Classroom Management
24/9/2024	School-based Student Talent Pool Series: Briefing Session on the School Nomination Mechanism of the Hong Kong Academy for Gifted Education (2024/25) (New)
26/9/2024	History Knowledge Seminar: Kowloon Walled City in Historical Archives (New)
27/9/2024	Training Programme on the Constitution, Basic Law and Hong Kong National Security Education (For non-Chinese speaking teachers) (Conducted in English) (Re-run)
27/9/2024	Primary Education Curriculum Guidelines On-Site Workshop
29/9/2024	National Security Law and National Security Education Seminar
30/9/2024	Primary School Science Curriculum Planning and Basic Experimental Skills Workshop
2/10/2024	TSA 2025 Submission of School Data and Selection of Special Arrangements
2/10/2024	Briefing session on CloudSAMS
4/10/2024	Core Training Programme for Newly-joined Teachers (I) - Workshop on Teachers’ Professional Identity (Re-run)
8/10/2024	Primary Humanities: Geography of Our Country and World Heritage [Online Seminar] (New)
8/10/2024	Primary Humanities: Geography of Our Country and World Heritage [Online Seminar] (New)
12/10/2024	Introduction to the 5th Hong Kong Inter-School Creative Paper Airplane Competition and Preliminary Round Judging Training Workshop
12/10/2024	Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" (2024/25 s.y. - Batch 1)
18/10/2024	Transitioning from General Studies to Humanities: Teacher Training Workshop
19/10/2024	Aspirations for Life – Inspiring Learning and Well-being: Values Education in English Language Education (New)
19/10/2024	Mainland Study Tours for Newly-joined Teacher (2024/25) - Hangzhou (1), Wuhan (1), Hangzhou (2) and Changsha (1)

Date	Activities
23/10/2024	Differentiated Instruction Series: Cluster Meeting on Strategies for Catering for Students with SEN in the Mainstream English Classroom. (Re-run)
25/10/2024	Hong Kong Arts Festival's Arts Education Seminar: Cross-disciplinary Learning for Arts – “Arts Beyond Boundaries”
26/10/2024	Certificate in Professional Training on Primary Science Curriculum Leadership (15 hours)(Re-run)
29/10/2024	Handling Specific Learning Difficulties in Reading & Writing
30/10/2024	2024/25 Academic Year Introduction Meeting for Coordinating Teachers of the 'Constitution' and 'Basic Law' Student Campus Ambassador Training Program"
1/11/2024	Workshop on Mathematical Skills in STEAM Education for Primary Schools (Re-run)
1/11/2024	One-day Workshop on “Effective Coordination and Management of Understanding Adolescent Project (Primary) (UAP)” for School Personnel
4/11/2024	Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies" (2024/25 s.y. - Batch 1)
8/11/2024	Appreciation of Classic Chinese Literary Works (1): Emotion and Interest in Teaching Famous Ancient Poems and Texts in Primary Schools (New)
9/11/2024	Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" (2024/25 s.y. - Batch 1)
15/11/2024	School-Based Support Services from the Education Bureau
16/11/2024	Padlet's New Collaboration & Creativity Tools
16/11/2024	Regional Workshop for Teacher Training Transitioning from General Studies to Humanities
22/11/2024	Sharing Session on the Progress on Chinese Reading and Writing of Non-Chinese Speaking (NCS) Students and Learning and Teaching Strategies cum the Use of the Additional Funding to Support their Learning of Chinese
23/11/2024	Seminar on the Teaching of Putonghua
26/11/2024	Briefing on Physical Education Assessment in Primary Schools cum Schools Sharing
26/11/2024	IT in Education e-Leadership Series: Successful Practice of Implementing "Bring Your Own Device" (BYOD) Policy in Primary Schools
28/11/2024	2024-2025 Tuen Mun District Primary School Joint Teacher Development Day
29/11/2024	Professional Teacher Training Series for Primary Science Outdoor Learning: Hong Kong Science Museum Science Workshop (2) Earth Science cum Exhibition Halls Visit (New)
30/11/2024	COURSE IN PASTORAL CARE, GUIDANCE/COUNSELING AND EXTRA-CURRICULAR ACTIVITIES RUN BY TERTIARY INSTITUTIONS
30/11/2024	Guidance and Counseling Handbook: Secrets to Creating a Harmonious and Effective Classroom

Date	Activities
6/12/2024	Core Training Programme for Newly-joined Teachers -Training Programme on the Constitution, Basic Law and Hong Kong National Security Education (Re-run)
7/12/2024	Humanities Comprehensive Series Activity: "Children Exploring the World, Fun Learning Chinese Culture" Exploration Activity
7/12/2024	Humanities Comprehensive Series Activity – First Hit: "Children Exploring the World, Fun Learning Chinese Culture" Exploration Activity
9/12/2024	How to improve English writing by using AI system
9/12/2024	Knowledge Enrichment for Visual Arts Series — Visual Elements: (1) Line (Primary)(New)
12/12/2024	Primary School Chinese Language School-based Curriculum Planning: Strengthening Cultural and Literary Learning and National Security Education (Revised)
13/12/2024	“The enhanced School Development and Accountability framework” online self-learning course (Re-run)
13/12/2024	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (3): Engineering Practice and Innovation (Re-run)
13/12/2024	Collection of Key Performance Measures (KPM) Data Online Self-learning Course [Primary and Special Schools](Refreshed)
14/12/2024	"Initiation" Science Curriculum New Course Teacher Professional Development Series Regional Seminar
14/12/2024	(IIT) INTERMEDIATE LEVEL - I.T. TRAINING
15/12/2024	Core Training Programme for Newly-joined Teachers (I) - "T-standard+" Online Course (Re-run)
19/12/2024	IT in Education Subject-related Series: Using e-Learning Tools for Creating Activities of Music in Primary Schools (Basic Level)
19/12/2024	Getting to Know the Oi! Street Art Space (On-site Visit) (New)
21/12/2024	School-based Gifted Education Series: EDB Online Foundation Course for Teachers - Gifted Education (Refreshed) (Intake 1)
23/12/2024	Knowledge Enrichment for Visual Arts Series — Visual Elements: (4) Tone and Value (Primary)(New)
30/12/2024	Knowledge Enrichment for Visual Arts Series — Principles of Organization: (5) Emphasis (Primary)(New)
14/1/2025	GIET Forum 2 - Education Equity in the AI Era
14/1/2025	Understanding Anxiety Disorders and Supporting Students with Mental Health Needs
15/1/2025	Chinese History and Chinese Culture Series for Primary Humanities: “The Latest Development of Our Country” – Seminar (Online Course - Recorded Sessions for Revisiting) (New)

Date	Activities
16/1/2025	Briefing Session on the “One-off Grant for Promotion of Self-directed Language Learning (English Language)” for Primary School Curriculum Leaders
16/1/2025	Workshop on A Cappella Music Arrangement and Singing (Primary) (New)
17/1/2025	TUFTING Workshop
20/1/2025	Understanding and Interpreting the Revised Primary Mathematics Curriculum (Re-run) (web-based)
20/1/2025	The "Model Method" in Singapore Mathematics
21/1/2025	District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools (I)-Empowering Trainers for Successful Behaviour and Classroom Management: A Hands-On Encounter
21/1/2025	How to Effectively Use AI for Scientific Inquiry Activities and Classroom Management
22/1/2025	Enhancing Students' Oral Narrative Skills in the Classroom
22/1/2025	Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" (2024/25 s.y. - Batch 2)
29/1/2025	IT in Education Pedagogical Series: Use of IT to Promote STEAM Learning Activities in Primary School (Basic Level) (Intake 1, 2024/25 Online Self-learning Course)
3/2/2025	Primary Mathematics Curriculum Assessment for Learning Series : (1) Enhancing the Assessment Literacy of Teachers to Facilitate the Learning and Teaching of Mathematics (Refreshed)(web-based)
6/2/2025	IT in Education Technological Series: Using e-Learning Tools to Record and Edit Teaching Videos (Basic Level) (Online Self-learning Course)
11/2/2025	Nurturing Successful Intellectual Styles for Creativity [40th Anniversary Seminar Series]
12/2/2025	Higher Education Leadership in the Era of AI: practical and data-driven approaches from the Digital Education Council
12/2/2025	National Security Education Knowledge Enrichment Series: (1) Ecological Security and Climate Change (New)
13/2/2025	Jockey Club Exploratorium - Smithsonian Science Research Center: Pre-Training Online Briefing
14/2/2025	Promoting Active and Pleasurable English Learning through Play in KS1 (Re-run)
14/2/2025	Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Children Readers (New)
15/2/2025	Humanities Comprehensive Series Activity: Local Culture Exploration Tour: Bus Journey around Hong Kong Island

Date	Activities
18/2/2025	Primary Humanities: The Latest Economic Development of Our Country [Online Seminar] (New)
19/2/2025	Learning Circle of National Education (2024/25 school year) —— Open Class Series of National Education (3) : Creation of Brands Going Global——Exploring Chinese Enterprises' Entrepreneurial Spirit and Humanistic Qualities (New)
21/2/2025	Global Teachers' Festival
21/2/2025	VR Workshop
21/2/2025	Primary Mathematics Curriculum Enriching Knowledge Series : (1) Inquiry on “Numbers” – Multiples and Factors (Re-run)(web-based)
23/2/2025	Campus Legal Issues Related to Crisis Management: Practical Approaches and Case Analysis
24/2/2025	Online Basic Course on Catering for Diverse Learning Needs (AB: 26 Nov - 24 Feb)
24/2/2025	Online Basic Course on Catering for Diverse Learning Needs (2024-2025)
25/2/2025	IT in Education Subject-related Series: Using e-Learning Tools to Design Chinese Language Lessons in Primary Schools (Basic Level)
26/2/2025	Primary Humanities Learning Circle Series: Talk cum Visit to Electoral Information Centre (Knowledge Enrichment) (New)
27/2/2025	IT in Education Information Literacy Series: Incorporating Information Literacy into Learning Activities of Various Subjects (Basic Level)
28/2/2025	Subject Division Arrangement for Humanities and Science Subjects
28/2/2025	Primary School Humanities New Curriculum Sharing Session"
28/2/2025	Chinese Language Curriculum Second Language Learning Framework – Curriculum and Assessment (Online Self-learning Course) (Refreshed) (December 2024 - February 2025)
28/2/2025	National Security Education: Visit to PLA Hong Kong Garrison Exhibition Center (New)
28/2/2025	Assessment to Promote Learning: Enhancing Students' Reading Skills and Literacy (New)
4/3/2025	Workshops on Physical Education Assessment at Upper Primary Level
4/3/2025	Jockey Club Exploratorium - Smithsonian Science Research Center: Two-Day Professional Development Training
5/3/2025	TSA ORAL EXAMINERS' ONLINE TRAINING
8/3/2025	2025 Hong Kong Territory-wide System Assessment (Primary) Online Training for

Date	Activities
	Chief Examiners of Speaking Skills
8/3/2025	Core Training Programme for Promotion - "Reflection and Practice of Professional Leadership" (2024/25 s.y. - Batch 3)
8/3/2025	Mainland Study Tours for Promoted Teachers (2024/25) – Nanjing (II)
11/3/2025	Media and Information Literacy (MIL) Series: (4) Seminar on Smart Use of Digital Devices and Mitigating Online Risks (New)
13/3/2025	Primary Mathematics Curriculum Learning and Teaching Series: (11) Fractions (Re-run) (web-based)
13/3/2025	IT in Education Pedagogical Series: Using e-Learning Tools to Enhance Learning and Teaching Effectiveness of STEAM Activities in Primary School (Basic Level) (Online Self-learning Course)
15/3/2025	Chinese History and Chinese Culture Series for Primary Humanities: Study Tour of Monuments in Tai Po (New)
18/3/2025	Learning Hub Meeting: Webinar on Catering for Learner Diversity School Sharing (New)
21/3/2025	Chinese History and Chinese Culture Series for Primary Humanities: "Cultural Heritage" (Online Course - Recorded Sessions for Revisiting) (Re-run)
21/3/2025	From Paper to Screen: Trends and Literacy in Online Reading
22/3/2025	Mainland Study Tours for Newly-joined Teacher (2024/25) – Changsha (3), Shanghai (3), Guangzhou (3), Shanghai (4) and Guangzhou and Shenzhen (2)
26/3/2025	IT in Education Technological Series: Management, Security and Maintenance of School IT Facilities – Computer Networking in Schools
29/3/2025	Oral Examiner LIVE training workshop on 29 March 2025 (Chinese Language)
31/3/2025	Online Basic Course on Catering for Diverse Learning Needs (BB: 31 Dec - 31 Mar)
1/4/2025	Sharing Session on the Planning and Implementation of the Learning and Teaching of the Classroom Instruments (Primary) (New)
5/4/2025	EDB School-based Curriculum Development (Primary) Section - 2025 “Learning in Action” Seminar (Mathematics Education)
9/4/2025	STEAM Education Learning, Teaching and Assessment Series: School Experience Sharing on “Enriched Module on Coding Education for Upper Primary Level” - Interdisciplinary STEAM Education Practices and Leveraging External Resources for Coding Education To Foster Students’ Computational
9/4/2025	Mythology, History, and Culture: Examples from 'Investiture of the Gods' and 'Journey to the West' (New Offering) (Online Course)
9/4/2025	EDB School-based Curriculum Development (Primary) Section - 2025 “Learning in Action” Seminar (English Language Education)

Date	Activities
14/4/2025	TSA BRIEFING FOR ASSESSMENT ADMINISTRATION SUPERVIS
14/4/2025	Enrichment Seminar on National Security Education (Primary)
15/4/2025	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (2): Discovering Knowledge through Scientific Inquiry (Re-run)
17/4/2025	Seminar on Promoting Physical Fitness in Primary Schools (Refreshed)
23/4/2025	Constitution and Basic Law Knowledge Enrichment Online Course for Primary School Teachers (Re-run)
25/4/2025	Life Education (Life and Death Education) Series: Enhancing Teachers' Professional Capacity in Implementing Life and Death Education Through Understanding the Attitudes of Movie Characters Towards Death (New)
28/4/2025	Primary Mathematics Curriculum Learning and Teaching Series: (5) Non-Chinese Speaking Students Learning Primary Mathematics (Re-run) (web-based)
29/4/2025	Anti-drug and Law Abidingness Education in Primary Humanities (Refreshed)
29/4/2025	Jockey Club Exploratorium - Smithsonian Science Research Center: Post-Training Classroom Practice Preparation Briefing
30/4/2025	Training Workshop for Oral Examiners (TSA-English Language)
3/5/2025	2024/25 Quality Education Fund Thematic Networks – Tertiary Institutes: Territory-Wide Sharing Session of “Integrated Self-Directed Learning Approach to School-Based STEAM Development Project” (In-STEAM) cum CITE Research Symposium
5/5/2025	Online Training for Oral Examiners
7/5/2025	Learning and Teaching in Music Lesson: The Learning of the National Anthem (Re-run)
8/5/2025	Getting to Know the Hong Kong Museum of Art (On-site Visit) (Refreshed)
10/5/2025	Professional Development Activities on Small Class Teaching: 15-hour Workshop on Effective Strategies to Enhance Learning and Teaching in a Small Class Environment 2024-2025 (Chinese Language)
13/5/2025	Dissemination Series of Research and Development Projects 2021-22 of The Standing Committee on Language Education and Research (SCOLAR) – E-portfolio application in L2 classrooms: Fundamental know-how
13/5/2025	Professional Teacher Training Series for Primary Science Outdoor Learning: Hong Kong Space Museum School Planetarium Show cum Exhibition Halls Visit (New)
17/5/2025	Learning to Learn: Integrating Metacognition into Instruction
20/5/2025	Chinese Language Curriculum Second Language Learning Framework - Assessing Students' Learning (Re-run)

Date	Activities
23/5/2025	"I Have Arrived" Movie Screening cum Parent-Child Mindfulness Workshop Resource Package Sharing Session
23/5/2025	Values Education Series: (16) Holistic Curriculum Planning of Values Education (New)
24/5/2025	Mainland Study Tour for Newly-joined Teachers (2024/25) (2nd Tour for Non-Chinese Speaking Teachers) (For Enrolment by Non-Chinese Speaking Newly-joined Teachers Only)
25/5/2025	Jockey Club Exploratorium Pioneer Teacher Training: Learning Journey at the Smithsonian Science Education Center
26/5/2025	Primary Education Curriculum Guide Series: Optimizing School Assessment and Assignment to create space for students (New)
27/5/2025	Learning Circle of National Education (2024/25 school year) —— Seminar Series of National Education (2) : Architectural Paintings x Mythological Stories——From Appreciating Architectural Paintings and Joyful Reading Mythological Stories to Strengthen Affection for and Sense of Belo
28/5/2025	Jockey Club Exploratorium Pioneer Teacher Training at Beijing Normal University: Six-Day Training
29/5/2025	Sharing Session on Enhanced Support for Primary School Students with Specific Learning Difficulties (SpLD) in Reading and Writing (On-line mode)
30/5/2025	Digital Education Subject-related Series: Teaching Mathematics with AI (Basic Level)
4/6/2025	IT in Education Technological Series: Using Generative AI in Learning and Teaching (Basic Level) (Online Self-learning Course)
5/6/2025	Briefing Session on the Life-wide Learning and Sister School Grant and the Refined Arrangements for Class Structures and Future Planning of Secondary Schools (New)
6/6/2025	Appreciation of Classic Chinese Literary Works (10): Harmony of Voice and Literary Heart, Mutual Growth in Teaching: Reading and Recitation of Famous Ancient Poems and Texts in Primary Schools (New)
9/6/2025	Learning Hub: Catering for Learner Diversity – Diverse Paths, Shared Success (New)
10/6/2025	District-based Networking Activity for Special Educational Needs Coordinators in Primary Schools (II) - Implementing and Conducting School-based Continuous Professional Development Programmes for Teachers on Behaviour Management
12/6/2025	Knowledge Enrichment Series for Primary Humanities: Sharing by Mainland Expert Teacher on “Effective questioning” [Online Seminar] (New)
12/6/2025	Safety Issues and Risk Assessment in Primary Science Learning & Teaching (New)
13/6/2025	STEAM Education Learning, Teaching and Assessment Series: Workshop on the Development of Artificial Intelligence Learning Activities through the “Enriched

Date	Activities
	Module on Coding Education for Upper Primary Level” (Web-based learning course) [Re-run]
16/6/2025	Planning, Implementation, and Learning and Teaching Strategies for STEAM Education in Primary Mathematics (New)
18/6/2025	The 9th International Conference on Computational Thinking and STEM Education (CTE-STEM 2025)
18/6/2025	Briefing Sessions on Primary Humanities Curriculum (Online Course - Recorded Sessions for Revisiting) (Re-run)
20/6/2025	Harnessing Effective Assessment Strategies to Maximize Student Learning in the Primary English Classroom (New)
20/6/2025	Quality Education Fund Thematic Networks – Schools (QTN–S) Territory-wide Dissemination Series [Theme: Mathematics in Primary Schools]
21/6/2025	School-Based Gifted Education Series: EDB Online Basic Course for Teachers — Gifted Education (Revised) (Phase Three)"
21/6/2025	Course on Values Education: How to Plan and Implement Sex Education Effectively (Primary School) (Refreshed)
24/6/2025	Effective Lesson Planning Strategies for Science Education at Primary Level (New)
24/6/2025	Learning and Teaching Strategies for Mathematical Modelling in Primary Mathematics (New)
25/6/2025	Visual Arts Learning and Cultural Security Education - Learning Chinese Values through Chinese Art (Primary) (New)
27/6/2025	School-based Gifted Education: Gifted Education School Network 2024/25 Experience Sharing Session (Primary) (New)
27/6/2025	Values Education Series: (18) Meeting Friends over Tea: Cultivating Students' Proper Values through Chinese Culture Learning Activities (New)
30/6/2025	Online Basic Course on Catering for Diverse Learning Needs (CC: 01 Apr - 30 Jun)
30/6/2025	"5th Anniversary of the Implementation of the Hong Kong National Security Law and Experience Sharing Seminar on 'Schools' Implementation of National Security Work (Secondary and Primary School Sessions) (Online Format)"
30/6/2025	Primary Mathematics Curriculum Interface Series : (1) Interface between Kindergarten and Primary Education (Re-run) (web-based)
3/7/2025	Digital Education Technological Series: Using Generative AI to Enhance Learning and Teaching in Primary Schools (Basic Level) (Online Self-learning Course)
4/7/2025	Briefing Session on the English Language Education Key Learning Area English Language Curriculum Guide (Primary 1 – 6) (2025)
6/7/2025	Technology Showcase — International Summit on the Use of AI in Learning and Teaching Languages and Other Subjects (AlinLT)

Date	Activities
6/7/2025	Post-Summit Workshop Series and Technology Showcase (PM) - International Summit on the Use of AI in Learning and Teaching Languages and Other Subjects (AIinLT)
7/7/2025	Certificate Course on Student Guidance and Discipline for Teachers of Primary Schools
7/7/2025	Digital Education Subject-related Series: Teaching Chinese Language with AI (Basic Level)
8/7/2025	Thematic Workshop on the Trends in International Mathematics and Science Study (TIMSS) 2023 for Primary Mathematics
10/7/2025	Digital Education Information Literacy Series: Information Literacy Education in Primary Schools — General Studies and Primary Humanities (Advanced Level) (Online Self-learning Course)
11/7/2025	Primary Mathematics Curriculum Learning and Teaching Series: (2) Selected Topics in the Revised Primary Mathematics Curriculum - Shape & Space, Measures and Algebra (Re-run) (web-based)
14/7/2025	Foundation Certificate Course in Family Resilience
14/7/2025	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (4): Diversified Science Assessment (Refreshed)
14/7/2025	Digital Education Technological Series: Using Generative AI to Turn Poetry into Video Clips (Basic Level) (Online Self-learning Course)
16/7/2025	Online Knowledge Enrichment Programme on National Security Education: (1) "National Security and Our Daily Lives" (Fourth intake in 2024/25 school year) (Re-run)
17/7/2025	Learning and Teaching for Chinese Language Curriculum Second Language Learning Framework - Cross-cultural Understanding and Chinese Language Learning (Revised) (Online course)
17/7/2025	Professional Teacher Training Series for Introduction of Primary Science - Seminar and Workshop (5): Effective Questioning and Scientific Reasoning (Refreshed)
20/7/2025	19th Scout Movement Basic Principles Training Course (Unit 1A and 1B)
5/8/2025	Scientific Knowledge Enrichment Series for Primary Teachers: Science, Technology, Engineering and Society (New)
7/8/2025	Enneagram: Personal Growth Workshop for Teachers (Half-Day Course)
7/8/2025	Digital Education Information Literacy Series: Information Literacy Education in Primary Schools — Developing Students' Ethical and Positive Use of Emerging and Advanced Information Technologies (Advanced Level) (Online Self-learning Course)
11/8/2025	Digital Education Subject-related Series: Using e-Learning Tools in School-based Chinese Picture Books Curriculum to Enhance Learning and Teaching (Basic Level) (Online Self-learning Course)

Date	Activities
13/8/2025	Digital Education Technological Series: Using Generative AI in Learning and Teaching (Basic Level) (Online Self-learning Course)
13/8/2025	Digital Education Subject-related Series: Using IT Tools to Enhance Learning and Teaching for Primary Music (Basic Level) (Online Self-learning Course)
18/8/2025	Online Course on Child Protection (Unit 1)
19/8/2025	Online Course on Child Protection (Unit 2A)
19/8/2025	Comprehensive Teacher Seminar on the Hong Kong National Security Education Curriculum Framework 2025 (Humanities and Science Subjects)
19/8/2025	Digital Education Information Literacy Series: Information Literacy Education in Primary Schools (Basic Level) (Online Self-learning Course)
20/8/2025	Promoting Reading Across the Curriculum in Primary Humanities (Online Course - Recorded Sessions for Revisiting) (New)
23/8/2025	Online Course on Child Protection (Unit 2B)
25/8/2025	Scientific Knowledge Enrichment Series for Primary Teachers: Life and Environment (New)
25/8/2025	Scientific Knowledge Enrichment Series for Primary Teachers: Earth and Space (New)
25/8/2025	Scientific Knowledge Enrichment Series for Primary Teachers: Matter, Energy and Changes (New)
27/8/2025	Digital Education Pedagogical Series: Cultivating Students' Creativity through Video Editing (Basic Level) (Online Self-learning Course)
29/8/2025	Two-Day Teacher Professional Development Training at the Smithsonian Science Education Center (Primary Three Unit Phase)
29/8/2025	Online Course on Child Protection

10. Communication with Parents

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

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

A. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members (2024-2025):

Post	Parent Committee	Teacher Committee
Advisor		Ms. Ko Tak Yin
Chairperson	Ms. Lam Man Wah	
Vice-chairperson	Ms. Ng Lai Kwan	Mr. Mok Hon Wai
Secretary	Ms. Yeung Kok Hei	Ms. Chan Wai Sim
Welfare and Activities Coordinator	Ms. Cheung Kwok Wai	Ms. Law Shuk I Mr. Cheung Kin Wai Ms. Sun Yi
Treasurer	Ms. Yeung, Karen Ka Yan	Mr. Au Yeung Kam Wa
Liaison Officer	Ms. Maktoob Rukhsana	Ms. Kwok Wing Ha Ms. Maria-Jabeen

B. Activities with Parents/ Parent Education

Date	Events
21/8/2024-23/8/2024	Change to School Life (P.1)
17/9/2024,2/10/2024	Racial Harmony Activity (P.1 & P.2 students and transfer students' parents)
28/9/2024	Parent & Class Teacher Meeting
31/10/2024	School Picnic (P.1 Parent)
28/11/2024	PTA Annual Meeting (Online Meeting)
5/12/2024 6/12/2024 12/12/2024 13/12/2024	Mental Health First Aid Course
6/12/2024	P.5 and P.6 Parent Seminar
20/12/2024	Sports Day
3/1/2025	Brain Science and Mental Health
18/1/2025	Parent-Child Education Seminar: How to Balance Technology Use and Health
14/2/2025	Parents' Day
1/3/2025	P.T.A. Family Outing
3/3/2025	'Enhancing children's oral narrative skills in daily life' and 'Improving reading and writing skills x nurturing growth mindset'(P.1-P.3)
5/4/2025	'Helping your child with future planning' Positive Parenting Workshop(For Non-Chinese speaking parents)
10/4/2025	P.6 Parent Seminar
12/4/2025	45th Anniversary Celebration and Carnival
2/5/2025	Book Activity Day (Parent-Child Photography Activity)
16/5/2025	Parent-child Reading Workshop
5/7/2025	Graduation Ceremony

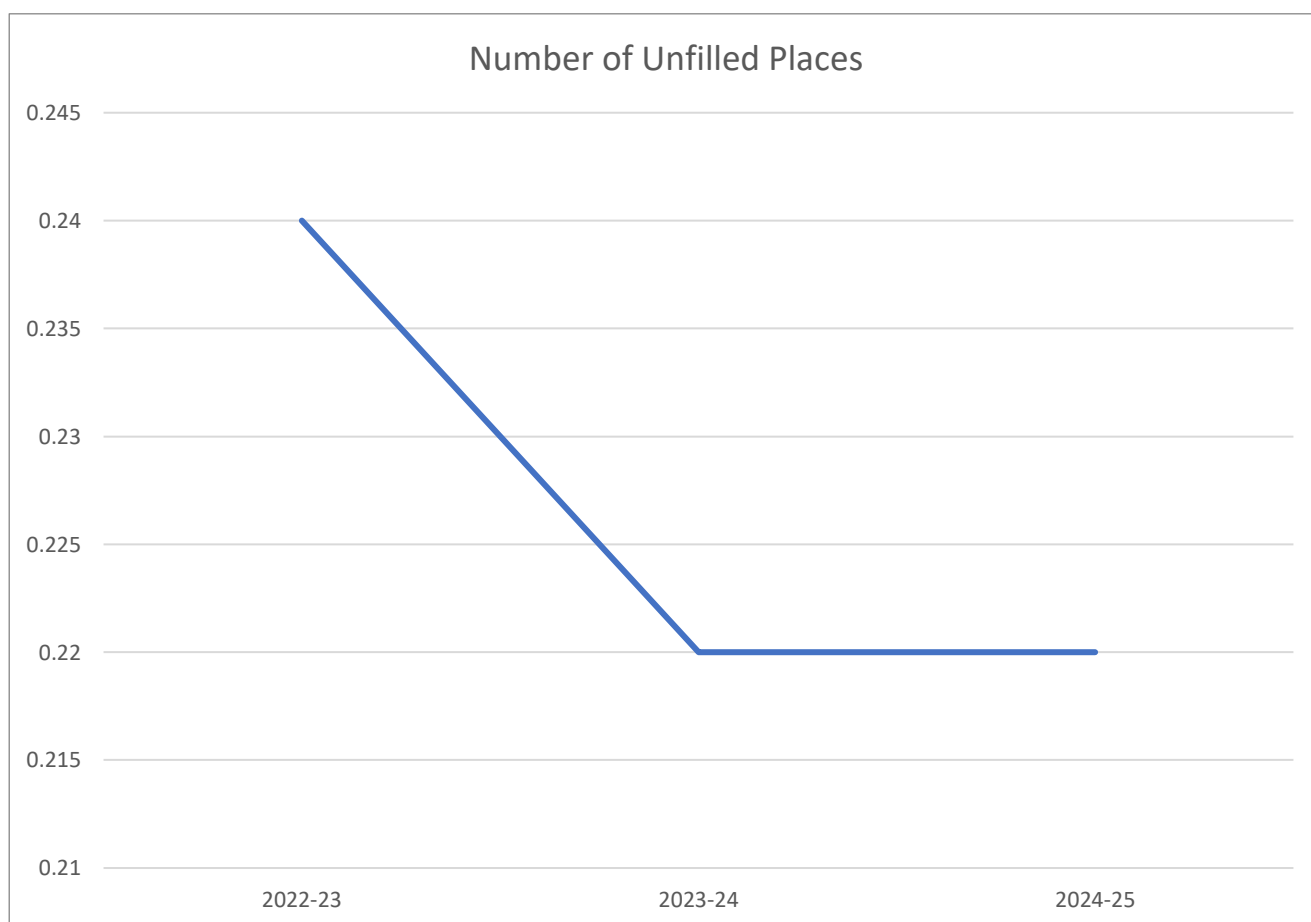
C.**Volunteer services**

Date	Events
23/10/2024 19/11/2024	Vaccination for P.1,P.6 & Vaccination for Seasonal Influenza
31/10/2024	School Picnic
9/11/2024 4/12/2024	Parent-child Volunteer Service –Training & Visiting the Elderly
20/12/2024	Sports Day
7/2/2024	Chinese Cultural Learning Day
4/10/2024 18/10/2024 25/10/2024 8/11/2024 15/11/2024 22/11/2024 29/11/2024 13/12/2024	Story Parents
22/3/2025	Flag Selling Day for the Hong Kong PHAB Association
12/4/2025	45th Anniversary Celebration and Carnival (Booth Games)
2/5/2025	Reading Festival

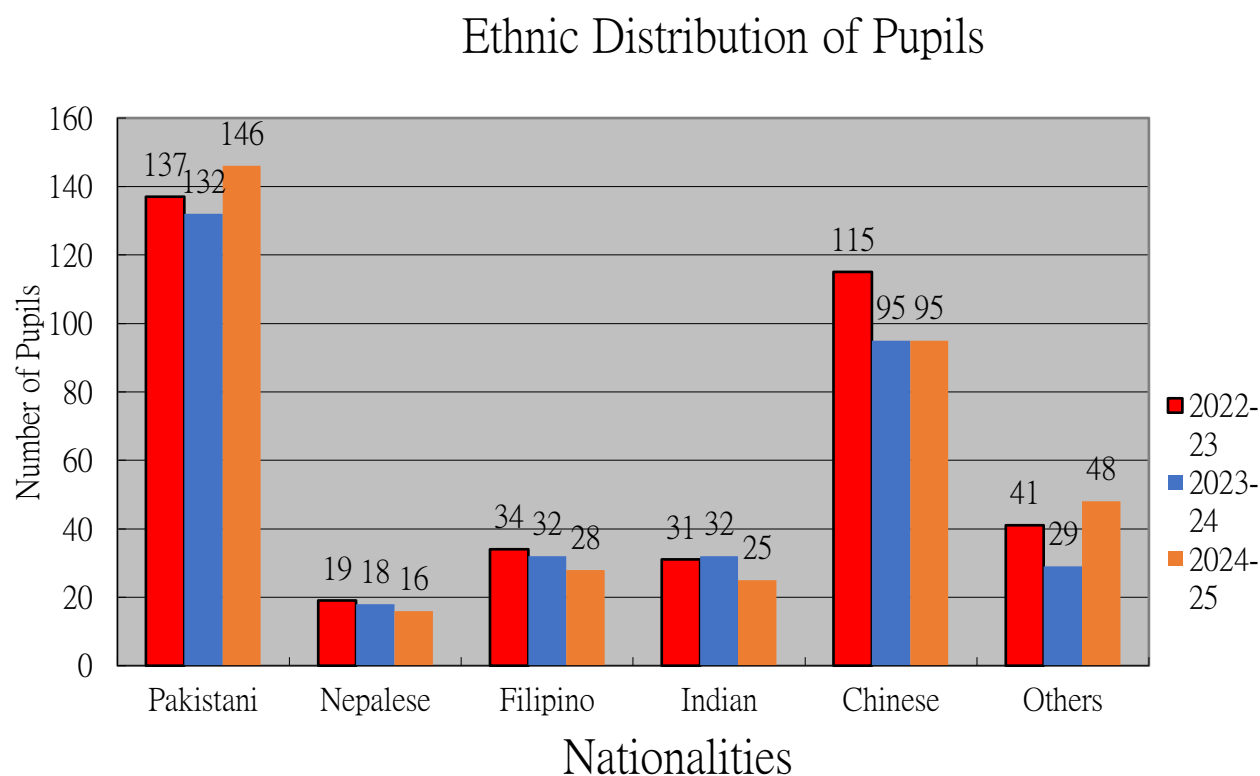
11. Class Organization

Level	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of Class	2	2	3	3	3	4	17
Capacity	50	50	75	75	75	100	425
Boys	24	23	32	36	30	45	190
Girls	2	20	28	30	28	31	159
Total Enrollment	46	43	60	66	58	76	349

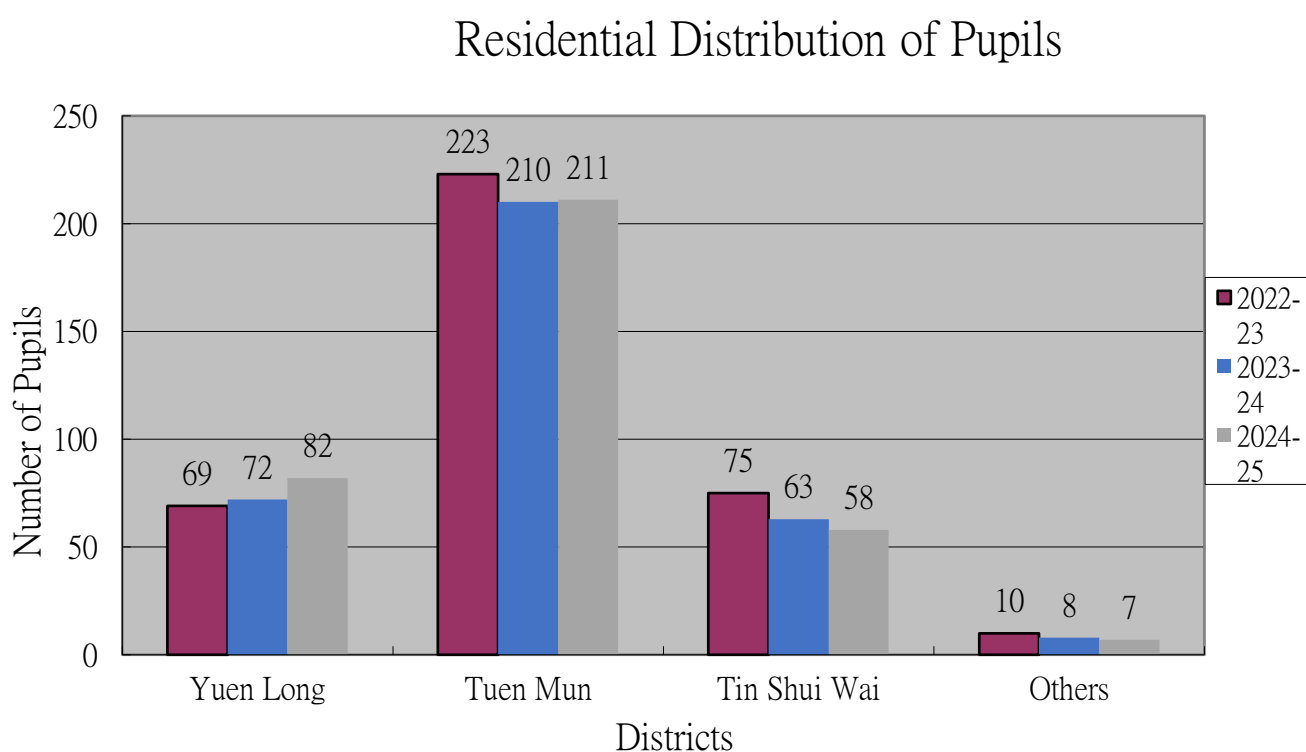
12. Number of Unfilled Places



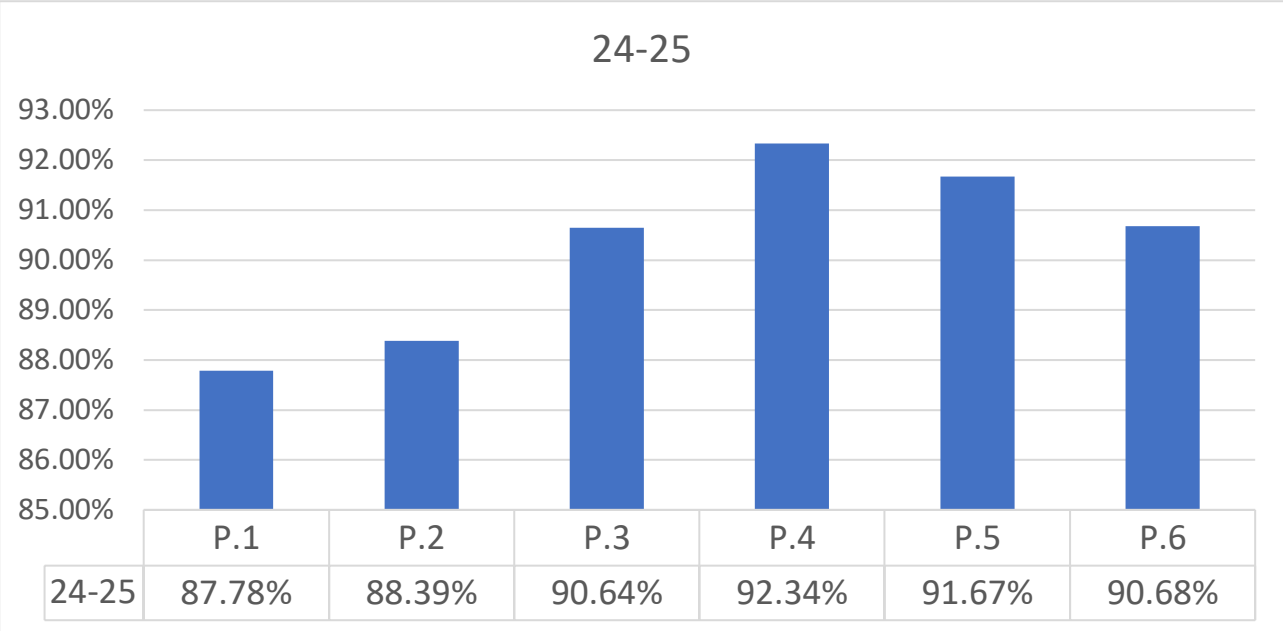
13. Ethnic Distribution of Students



14. Residential Distribution of Students



15. 2024-2025 Attendance

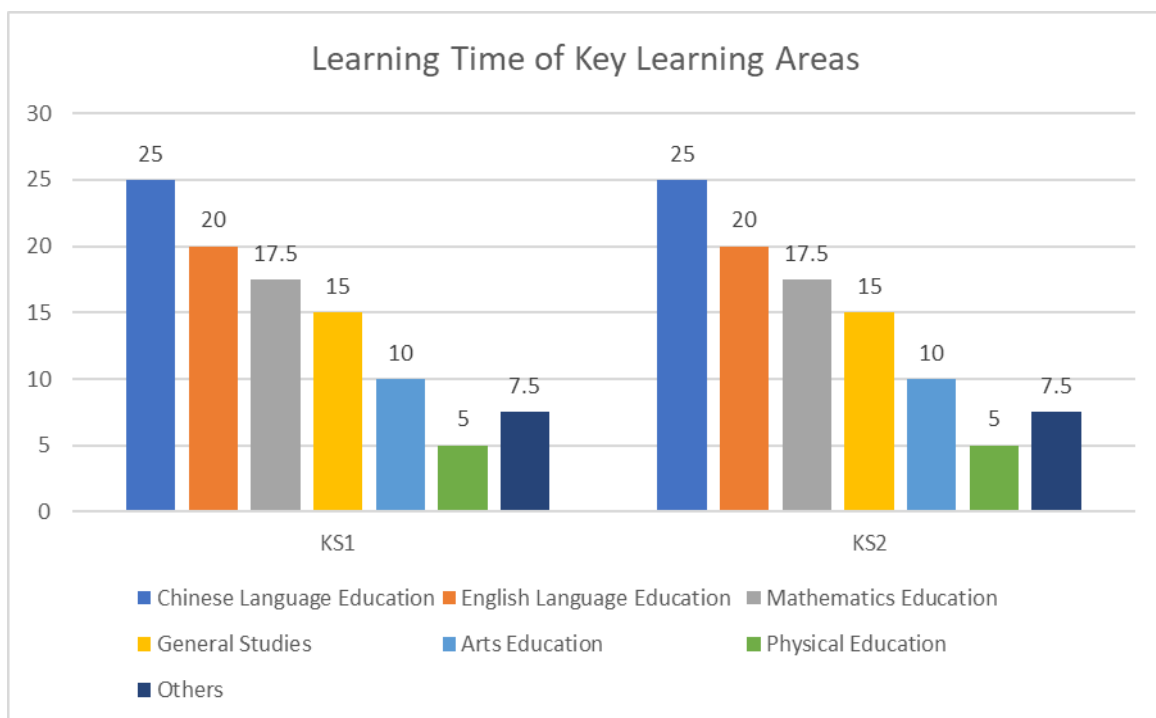


II. Learning and Teaching

1. Lesson Allocation

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

2. Learning Time of Key Learning Areas



3. Examinations

Examination	Date
P.6 First Term	5/12/2024-10/12/2024
P.1-5 First Term	7/1/2025-10/1/2025
P.6 Second Term	20/3/2025-25/3/2025
P.1-P.5 Second Term	2/6/2025-5/6/2025

4. Number of Active School Days

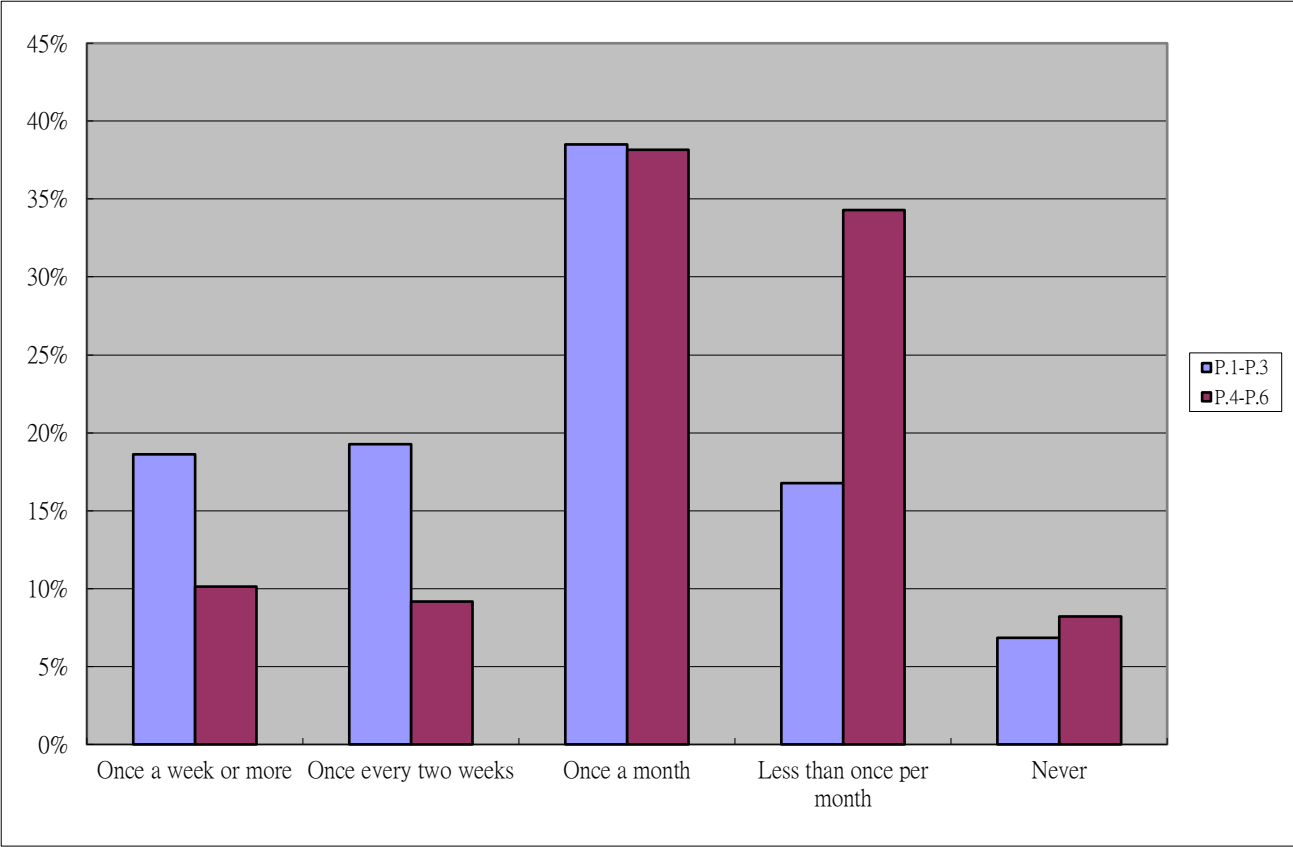
Number of Active School Days in 2024-2025

Level	School Days	#Active School Days
P.1-P.3	190	179
P.4-P.6	190	182

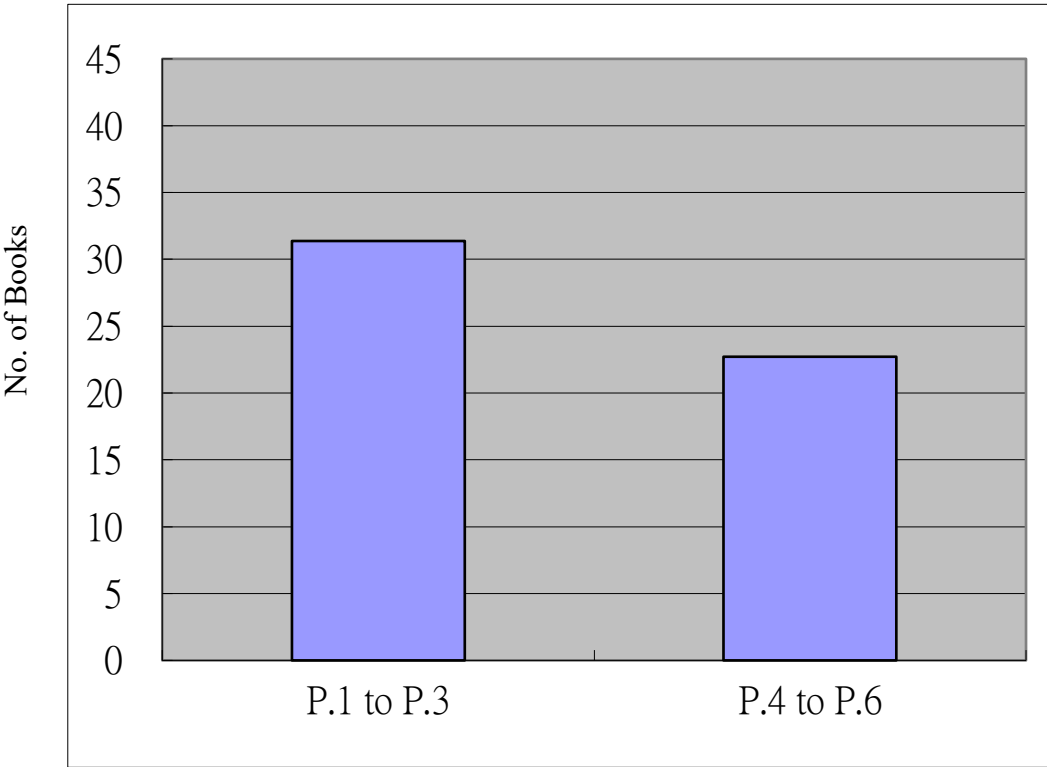
- # (1) The number of days with learning activities organized by the school, including regular classes and learning activities, e.g. school picnic and life-wide learning activities. Days allocated to examinations and teacher professional development days are excluded.
- (2) The actual number of school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

5. Reading Habits

Frequency of Students Borrowing Reading Materials from the School Library (2024-2025)



Average No. of Students Borrowing Reading Materials from the School Library (2024-2025)



6. School-based Curriculum

Subject	Content
English	● Developed school-based core English writing curriculum in P.1-6 by adopting a greater variety of strategies to address the diverse learning needs of students, including less able and more able students in writing tasks. ● Designed learning tasks with different levels of questioning and learning styles to cater to students' learning diversity. ● Implemented students' reflection, self-assessment, self-evaluation tools (KWL chart, writer's checklist, etc.) and STAR exercises. ● Core reading strategies were taught in each level. P.1 and 2: - Scanning for specific information, Locating specific information by recognizing simple formats (e.g. birthday or invitation cards) and identifying key words; P.3 and 4: Identifying main ideas, Work out the real meanings of words and expressions by using clues, contexts and knowledge of the world; P.5 and 6: Making inferences, Predicting the likely development of topics by using personal experience and knowledge of the world. ● Utilized Google Classroom as one of the e-learning platforms for P.4-6 students to carry out self-learning. ● Taught P.3 students reading strategies and enhanced reading competence through TSA exercises. ● Designed extended learning tasks for all levels: Students extended learning to their daily life. They shared and collected the information in class or through online learning platforms (e.g. Google Classroom, Padlet, etc.) ● Implemented the P.1-3 PLP-R/W program, co-planning and co-teaching ● Implemented the NET Program in P.1- P.6. ● Created School-based Phonics Workbooks using a synthetic phonics teaching approach and implemented the program in P.1-2. ● 3 different levels of P.1-6 School-based Unit / Writing booklets were designed to cater to students' learning differences. ● A P.1-6 Penmanship Competition was carried out at the end of the 1st term. ● A P.1-6 Book Report Competition to enhance students' reading interests and abilities was organized at the end of the 2nd term. ● Students were assigned Reading levels, and they borrowed leveled readers from the library in their free time. ● Reading was promoted by using online e-readers (e.g. EPIC, Storyline Online) and a paid reading platform (Fun and Friends Book club for P.4-5). Students' reviews and feedback after reading were collected by using an online platform – Padlet. ● Some assigned grades did tasks related the theme: "Love ourselves and others" in the GE curriculum. ● English and Maths Games Days were organized at the end of the 2nd term. Six English game booths were set up in the hall for P.1-6 students to play interesting and interactive English games. These games encouraged students to use their English knowledge, such as phonics, vocabulary, and more, to

Subject	Content
	complete various challenges. ● In the second terms, selected P.1 students with the help of higher-grade students took part in the BBS program, a program designed to arouse and enhance students' interest in English. ● P.3-6 students carried out Self-reflection using RGW formative assessments. ● Values Education and National Security Education were integrated in the English curriculum. ● The TEDEd Student Talks Program was carried out in P.4 throughout the entire academic year and a talk show was arranged at the end of the 2nd term. The talk show was, however, cancelled due to the suspension of school because of bad weather. ● English ambassadors encouraged students to speak in English.
Chinese	● 持續優化中文外籍課程與學習策略框架，發展不同的學習策略，讓學生的學習有層階性的提升，同時提升學生的自學能力。 ● 老師配合「中國語文課程第二語言學習架構」為非華語學生設計分層課業及多元化教學活動和評估。 ● 提升非華語學生的中文能力，設拔尖補底課程，包括讀、寫、聽、說四個範疇 ● 善用校本電子學習平台(RainbowOne)，加強學生自主學習能力及提升非華學生學習中文的興趣。 ● 持續培養學生的閱讀習慣，推行「自我主導閱讀計劃」，增加閱讀中文的機會。 ● 推廣繪本故事教學及廣泛閱讀，學習不同品德情意及價值觀，還有國家安全教育。 ● 老師設計包含「自主學習」元素的問答遊戲，提升學生的中文學習興趣 ● 為小一學生設課後輔導課程及興趣班，以提升學生的中文水平 ● 舉辦書法比賽，以培養及提高學生對中文書法之興趣，並使他們從小著重書法的技巧及掌握正確的書寫方法。 ● 積極參加校外比賽，以提升學生視野。 ● 持續優化校本中文主流課程及高年級外籍學生校本課程，提升學與教效能。 ● 設中文大使鼓勵學生說粵語。 ● 於各級課程中按能力加入教育局列舉的「建議篇章」，讓學生學習古詩文，豐富學生學習中華文化的經歷。 ● 舉辦戶外參觀活動，加強學生對香港文化的認識。
Mathematics	● School-based assessments and assignments focusing on number dimensions to enhance students' learning and improve their individual performance were implemented. ● A variety of assessments (formative assessments, practical tests, peer evaluation and student self-assessment) were adopted.

Subject	Content
	● Enhancement Classes for P.5 & P.6 were organized. ● Practical operations and diversified teaching activities were designed in the lessons. ● A variety of activities (IPS Fair , Visiting the Hong Kong Monetary Authority, Maths Orienteering Game) were organized to enhance students' interest in learning. ● A “Practice Per Week” and challenge questions were established. ● An Enhanced P.1-P.3 Storytelling program employing students' interest in reading Mathematics related books was established. ● P.1-P.6 Mathematics STEM activities were implemented. ● To broaden their horizons, students participated in inter-school competitions and Mathematics activities. ● Conducted a “Memorization Multiplier Program and Competition” to lay a solid foundation for students' arithmetic skill.
General Studies	● Implemented Environmental Protection Programs for students including: - BEAM Plus recycling bin-Lai See Packet Recycling - Gardeners training program in ECA period. ● STEAM education activities were developed: -STEAM activities related to topics in the textbooks; -STEAM Day (arranged after the final examination); - Participated in Hong Kong Inter-Primary Schools STEAM Science & Technology Innovation Invitation Competition; - and students participated in Hong Kong Inter-School Creative Paper Airplane Competition. ● Went on field trips matching the P.1-P.6 curriculum. ● Did P.4 Project Learning: Cyberbullying.
Library	● The Book Exhibition was held on Parents’ Day. ● Established various reading incentive programs to cater to students' interests and learning needs, aiming to boost book borrowing rates and reading interest. ● Organized a Parent-Child Reading Workshop to help parents value reading more and to enhance students' interest in reading. ● Participated in various external competitions to improve students' enthusiasm for reading. ● Organized various in-school competitions to encourage students to read: ● P.1: Book Cover Coloring Competition ● P.2: Book Cover Design and Coloring Competition ● P.3 to 5: Story Adaptation Competition ● Held a 'Storybook Role-Play' activity for P.1 to P.5 students to enhance their reading interest. ● Organized a "Reading Festival" for P.1 to 6, creating a joyful and lively reading atmosphere. ● Implemented cross-curricular reading activities to put into practice the concept of 'Reading through Learning' and 'Learning through Reading'.

Subject	Content
	● Conducted a workshop on "Identifying Truth and Falsehood" to support information literacy education. ● Set up a "National Education Bookshelf" to align with national education initiatives. ● Played or shared related stories during the school's theme months in school to support national education. ● P.4 students participated in the "Bookstore Manager for a Day" program, aligning with career planning education.
Information Technology	● 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 exercises, etc. for students to learn). ● Hardware and software packages were continuously updated to ensure a good environment for e-learning.
Visual Arts	● Different competitions and activities were organized to enhance students' learning motivation. ● Optimized the school-based core curriculum and teaching schedule to align with the new Visual Arts curriculum guidelines. ● An artistic atmosphere was created by posting students' art works. ● Enhancing students' drawing skills through the visual arts group and after-school drawing classes. ● A wide range of evaluation types (e.g. teachers' self-evaluation, students' self-evaluation, peer evaluation, class performance) were employed. ● A teaching and learning database was developed. ● Students visited museums to broaden their horizons. ● To match the topic, add elements of national education and Chinese culture learning.
Music	● Teachers conducted lunch recess song dedication activities. ● An Ocarina class was organized during after-school periods. ● Recorder group, choir, African drum and percussion classes were organized on Friday's extra-curricular activities period. ● Some P.2 to P.6 students were selected to join the Hong Kong School Music Festival solo singing competition. ● Some students joined the Hong Kong School Music Festival piano solo competition. ● The choir team joined the Group Singing Competition of HK Joint School Music Festival. ● An inter-class singing competition was organized ● The Music Concert of "Music for the Millions" was organized to enrich students' learning experience. ● Some students participated in the Arts Ambassadors-in-School Scheme organized by the Hong Kong Arts Development Council (HKADC).

Subject	Content
	To match the topic, elements of national education and Chinese culture were added to the curriculum.
Physical Education	- Various forms of physical fitness were done to show students' health status. - Regular P.E. lesson routines were established to facilitate discipline and safety. - Sports Day and training programs were organized to provide opportunities for students to train in athletics and participate in competitions. - Students participated in inter-school sports competitions to increase their experience. - By introducing and using a sports diary, students were encouraged to exercise and develop an exercise habit. - Sports For All and Physical Fitness Day programs were organized. - School team training was held in the morning or after school. - Morning exercises were held on Wednesday mornings.
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。 - 參加校外比賽，以提升學生對普通話的學習興趣。 - 設普通話大使，以鼓勵學生多說普通話。
Religious Studies	- A School-based Religious Studies curriculum was established. - Material mainly focused on moral and civic education. - Some topics related to fundamental Islamic belief were taught.
Computer	- Curriculum includes coding instruction and information literacy. - After-school activities use building blocks and programming to train students' problem-solving skills in the use of information technology. - Students participated in inter-school competitions to train them to use information technology to solve problems. - An IT Fun Day was organized to develop students' IT problem-solving skills and creativity by using building blocks and coding.

7. External Curriculum Support

To enhance students' Chinese, English and mathematics abilities, the school arranges after-school tutoring and enhancement classes. In addition, the P.4 G.S. subject teachers also hold regular co-planning sessions with an EDB Curriculum Development officer to optimize the P.4 Humanities subject curriculum.

III. Student Development Support

1. School Functions

School Functions	Participants	Date
P.1 Orientation	P.1	21/8/2024-23/8/2024
School Commencement Day(ZOOM)	P.1-6	2/9/202
Parent-teacher Meetings	P.1-6	28/9/2024
Dress Casual Day	P.1-6	17/9/2024
School Picnic	P.1-6	31/10/2024
PTA Annual Meeting	P.1-6	28/11/2024
UAP Opening Ceremony	P.4	9/12/2024
Parents' Day	P.1-6	14/2/2025
PTA Parent-child Outing	P.1-6	1/3/2025
Sports Day	P.1-6	20/12/2024
UAP Closing Ceremony	P.4-P.6	12/5/2025
Graduation Day	P.1-P.6	5/7/2025
Prize-giving Day	P.1-6	7/7/2025

2. School Activities

School activities	Participants	Date
Hong Kong Speech Festival Rehearsal	P.1-6	7/11/2024,11/11/2024, 18/11/2024
Drawing Competition	P.1-6	Conducted in 1 st term V.A. lessons
Chinese Penmanship Competition	P.1-6	Conducted in 2 nd term Chinese lessons
Education Camp	P.6	8/1/2025-10/1/2025
English Penmanship Competition	P.1-3 P.4-6	15/1/2025 16/1/2025
Integrated Learning Week	P.1-6	17/1/2025-23/1/2025
Art and Crafts Competition	P.1-6	Conducted in 2 nd term V.A. lessons
UAP Overnight Camp	P.4	7/3/2025-8/3/2025
Inter-class Singing Competition	P.1-6	P.1-3 --- 30/4/25 P.4-6 ---7/5/25
Chinese Composition Competition	P.1-6	Conducted in 1 st term Chinese lessons

School activities	Participants	Date
Cleanliness Competition Discipline Competition	P.1-6	9/9/2024-20/9/2024, 11/11/2024-22/11/2024, 24/2/2025-7/3/2025, 12/5/2025-23/5/2025
Q & A Competition	P.3-6	May of 2025
Souvenir Making for Graduates	P.6	3/6/2025-4/6/2025
STEAM Day	P.1-6	19/6/2025-20/6/2025
English & Mathematics Games Day	P.1-P.5	24/6/2025
Inclusion Activity	P.1&P.4 P.2&P.3	23/6/2025 25/6/2025
Book Character Activity	P.1-P.5	8/7/2025
Library Activity	P.1-P.6	2/5/2025
Table Tennis Activity	P.3-P.5	8/7/2025
Art and Sports Day	P.1-P.3	26/6/2025
	P.4-P.5	14/7/2025

3. Extra-curricular Activities

Regular Groups	Rotating Groups
- Puppetry - Girl Guides - Math Games - African Drums - Cub Scout - Gardening - Table Tennis - Rope Skipping - Floor Curling - Visual Art - Naat - EC Moments - Choir - RoboCode - STEAM Group - Recorder - Constitution and Basic Law Student Ambassadors Training Scheme - Board Games	- Life Skills - Mini tennis/PE - Moral Education Story Appreciation - Simple Art and Crafts - Cognitive Training - Percussion

19. Newly Arrived Immigrant Student Activity Group	
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4. Talks and Visits

Talks		
Topic	Participants	Date
Monthly Assembly: Discipline	P.1-P.6	5/9/2024
Monthly Assembly: Acceptance	P.1-P.6	2/10/2024
Monthly Assembly: Friendship	P.1-P.6	6/11/2024
Monthly Assembly: Care	P.1-P.6	4/12/2024
Crime Prevention Talk	P.4-P.6	13/11/2024,20/11/2024
Monthly Assembly: Environmental Friendliness	P.1-P.6	19/2/2025
Monthly Assembly: Respecting Teacher	P.1-P.6	12/3/2025
Monthly Assembly: Diligence	P.1-P.6	23/4/2025
Monthly Assembly: Appreciating	P.1-P.6	21/5/2025
YouTuber Guest Speaker	P.4-P.6	5/3/2025

Visit		
Venues	Participants	Time
Tuen Mun Park	P.1	17/3/2025
Hong Kong Monetary Authority	P.2	29/4/2025,30/4/2025
Tuen Mun Fire Station	P.2	13/11/2024
Eco Park	P.3	12/3/2025
IFEC FinEd Hub	P.4	2/7/2025,8/7/2025
Mai Po Nature Reserve	P.5	11/3/2025
Online tour of the LegCo Complex	P.6	19/5/2025,21/5/2025,26/5/2025,27/5/2025
Hong Kong Disneyland	P.6	30/4/2025

5. Performances

Event	Participants	Time
Grand Showcase of Chinese Culture	Lion Dance	22/9/2024
PTA Annual Meeting	P.1 (Video)	28/11/2024
Yau Oi Tong Multicultural Day Performance	Hip-hop Dance Lion Dance	14/12/2024
45th Anniversary Celebration and Carnival	Oriental Dance Recorder Singing African Drum Lion Dance	12/4/2025
Graduation Ceremony	Oriental Dance English Drama P.6 Graduate singing performance	5/7/2025

6. Post-exam Activities

Items of activities	Participants	Time
Reading Activity Day	P.1-P.6	11/6/2025
English E.R.S. Activity	P.1-P.6	11/6/2025
STEAM Day	P.1-P.6	19/6/2025-20/6/2025
Graduation Ceremony Rehearsal	P.6	23/6/2025-4/7/2025
Inclusion Activity	P.1-P.4	23/6/2025,25/6/2025
Maths Orienteering Game	P.5-P.6	24/6/2025
English & Math Games Day	P.1-P.5	24/6/2025
Career Planning Workshop	P.4-P.6	25/6/2025
Art and Sports Day	P.1-P.5	26/6/2025,14/7/2025
Stress Relief Activity	P.4-P.5	26/6/2025,10/7/2025
Lego Coding Fun Day	P.1,P.4,P.6	26/6/2025,9/7/2025,10/7/2025
Visit to Bakery Factory	P.2	27/6/2025
Environmental Talk	P.1-P.5	30/6/2025
Visit to Light Rail Depot	P.3	2/7/2025
Visit to The IFEC FinEd Hub	P.4	2/7/2025,8/7/2025
Prize Giving Ceremony	P.1-P.5	7/7/2025
Railway Engineering Career Talk	P.1-P.6	7/7/2025

Birthday Party	P.1-P.6	7/7/2025
Book Character Activity	P.1-P.5	8/7/2025
Table Tennis Activity	P.3-P.5	8/7/2025
Sex Education & Cyber Pitfall Talk	P.5	9/7/2025
Visit to Ping Shan Public Library	P.4	9/7/2025
Visit to Hong Kong Museum of Art	P.5	11/7/2025

7. Guidance Program & Personal Growth Education

A.

Program	Level					
	P.1	P.2	P.3	P.4	P.5	P.6
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 try...), optimism (I smile...) and belongingness (I care...).

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

Activities:

Activities	P.4 students	P.5 students	P.6 students
Orientation	✓	✓	✓
Small Group Session	✓	✓	✓
Student Day Camp	✓	✓	✓
Parent-child Day Camp	✓		
Parent Workshop		✓	✓
Closing Ceremony	✓	✓	✓
Teacher workshop	✓		

9. After-school Programs

	Groups & Activities	Participants	Date
Community-based After-school Learning Support	Homework Tutorial Class	P.2-6	Oct-24 ~ Jun 25
	Chinese Enhancement Class	P.3-4	Oct-24 ~ Jun 25
	Math Enhancement Class	P.3-4	Oct-24 ~ Jun 25
	Little Pioneers of Confident Growth	P.2-3	Oct-24 ~ Jun 25
School-based After-school Learning and Support Grant	Rope Skipping	P.1-3	Oct-24 ~ Jun 25
	K-Pop Dance	P.1	Oct-24 ~ Jun 25
	Basketball Class	P.4-6	Oct-24 ~ Jun 25
	Basketball Training Class	P.4-6	Oct-24 ~ Jun 25
	Drone Class	P.4-6	Oct-24 ~ Jun 25
	Fencing	P.3-6	Oct-24 ~ Jun 25
Life Wide Learning Grant	English Debate Class	P.4-P.6	Oct-24 ~ Jun 25
	English Drama Class	P.4-P.6	Oct-24 ~ Jun 25
	Football Class	P.1-P.6	Oct-24 ~ Jun 25
	Drawing	P.4-6	Oct-24 ~ Jun 25
	Table Tennis Class	P.3-P.6	Oct-24 ~ Jun 25
	Secondary School Interview Class	P.6	Nov-24 ~ Jan 25
	Fun English Class	P.1	Oct-24 ~ Jun 25
	Ocarina Class	P.1	Oct-24 ~ Jun 25
	Math Advanced Class	P.4-P.5	Oct-24 ~ Jun 25
	Oriental Dance Class (P.1-2)	P.1-P.2	Oct-24 ~ Jun 25
	Cambridge Class	P.3-6	Oct-24 ~ Jun 25
	Simple Field & Track	P.1-3	Oct-24 ~ Jun 25
	Cricket	P.4-6	Oct-24 ~ Jun 25

10. Uniform Groups & Service Groups

Group	Participants
Understanding the Adolescent Project	P.4-6 (47 students)
School Prefects	P.3-6 (41 students)
Library Helpers	P.3-6 (18 students)
School Bus Prefects	P.5-6 (10 students)
CYC	P.4-5 (43students)
JPC	P.4-5 (41students)

11. Moral and National Education (MNE)

i. School-based MNE Curriculum

The school arranged thematic month activities: September to October focused on **lawfulness**, November to January on **interesting festivals**, February to March on **caring for nature**, April on **hard work**, and May to June on **filial piety**. These activities were integrated with various learning areas, weekly assemblies, and moral education classes, aiming to cultivate students' values, such as national identity, benevolence, diligence, and law-abidingness. Students learned Filial Piety through a variety of activities in May and June. Activities included sharing Chinese filial piety stories, such as Huang Xiang Warm Quilt to teach about Chinese culture. Through the "Filial Piety Month Mission", students were required to complete at least one task every day, such as doing housework and massaging their parents, to express their gratitude to their parents and enable them to develop good behaviour. Parents participated as well and gave positive feedback in the "Filial Piety Month Mission".

ii. Integrated Learning Week

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

The topic for P.1 was "Amazing Chinese Festivals". Through various learning activities, students learned about Chinese New Year origins, customs, and myths. They also learned how to make an art and craft of Dragon Boat Festival and a Chinese New Year dessert. In addition, P.1 students explored the topic by various activities, such as cooking and lion dancing. Students experienced Chinese New Year through concrete experiences.

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

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

work and meticulousness of a chef by making food in another form.

The topic for P.4 was "Chinese Traditional Clothing". Through research, students learnt about and compared the evolution of Chinese clothing over time, gaining an understanding of the traditional Chinese concepts behind different colors and patterns of garments and accessories. Their interest in learning was further enhanced by engaging in activities such as trying on Hanfu, making scented pouches, and creating Chinese knots.

The topic for P.5 was "Tourist Attractions in Hong Kong". Students explored Hong Kong's history, natural ecology, cuisine, and theme parks, and gained an understanding of the development of the tourism industry in Hong Kong. By creating travel guides, students consolidated and showcased their learning outcomes.

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

iii. Multicultural Learning Days

To enable respect of the culture of the multiple nationalities in our school, we hold different cultural/country learning days each year that include Pakistani, Indian, Nepali, Filipino, and Chinese Cultural Learning Days. Students learn about national flags, culture, dietary habits, religions and the histories of the countries, as well as the famous landmarks and customs. Students also learn about different national costumes. Through participation and observation, students understand different cultures, promoting racial harmony.

iv. National Security Education

1. Every Monday morning, a flag-raising ceremony is held to enhance students' national awareness and their sense of national identity through situational immersion.
2. 'The speech under the national flag' focuses on key dates and includes sharing about Chinese cultures or moral education after the flag-raising ceremony.
3. National Security Education is included in the teaching curriculum and records are kept of the related topics for review.
4. P.1-P.3 students read stories about moral education in ECA.
5. Workshops were held for parents to arouse respect for different cultures and the importance of law-abidingness.
6. The school promoted and carried out activities for the Sister School Scheme.
7. The school environment is beautified by adding Chinese culture elements on wall displays, e.g. the Great Wall display on 6/F, and the display board of national security education in the covered playground.

8. National Security Education information is displayed on the school website.
9. The Constitution and Basic Law-Student Ambassadors Training Scheme is also held.

12. Student Welfare

Support Services	Number of Students
Student Health Service	310
School Dental Care Service	317
Student Financial Assistance	112
School Bus Service	116
Lunch Ordering Service	95
Provision of Lunch Subsidy	43

13. Whole School Approach to Integrated Education

These include policies, resources and measures adopted for implementing a whole-school approach to integrated education:

Policy	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 letting teachers adopt the most effective strategies. 3. Providing timely early identification of and relevant assistance for SEN students. 4. Adapting and employing a wide array of activities and curriculum support 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. And 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. Provide parent seminars to help parents understand the learning characteristics of SEN students, 10. Educational psychologist and speech therapist workshops for teachers to enrich their knowledge of helping SEN students 11. Chinese and Mathematics enrichment classes in different periods to enhance student academic levels, 12. And attention training and reading and writing training by an NGO for students with these needs.
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14. Summer Bridging Programme for NCS Students(Chinese version only)

2025 年非華語學生暑期銜接課程 檢討報告

附件二

學校名稱: 伊斯蘭學校

負責老師姓名: 吳國珠主任

[此報告須包括在 2024/25 學年學校報告內，並在 2025 年 11 月 30 日或之前上載至學校網頁]

本校在 2025 年暑假期間獲教育局提供津貼，為非華語學生舉辦暑期銜接課程（下稱「該課程」）。該課程已在 2025 年 8 月完成。本校亦已檢視該課程對改善非華語學生學習中文的成效。詳情如下：

（一）實施詳情

上課日期	2025 年 7 月 21 日至 8 月 1 日
時間	上午 9 時至下午 3 時
上課地點	伊斯蘭學校
承辦／協辦機構（如適用）	伊斯蘭學校

（二）參加及出席人數

非華語學生			非華語學生的家長或監護人 （只適用於有安排家長或監護人參與的學校）		
參加人數	出席人數	出席率	參加人數	出席人數	出席率
90	78	87%	/	/	/

實施課程詳情：

暑期銜接課程共分為六組，課程內容多元化，以遊戲、故事、童謠、角色扮演、視訊、小手工、戶外參觀、社區遊等，透過日常生活情境，幫助非華語學生提升中文聽、說、讀、寫各範疇的能力和興趣，亦包含中華文化之學習元素，協助學生發展共通能力及培養價值觀。

檢討及成效：

1. 學生的出席率平均超過 85%，校方得知缺席原因主要為請病假及事假（家中有要事需外出、校車安排等）
2. 本校於課程完結後分別進行了學生問卷和教師問卷。結果為超過 95%的學生喜愛此暑期課程的學習及參觀活動，89%的學生喜愛學習中文，84%的學生認為此課程有助他們學習中文，接近 80%的學生認為此課程有助他們銜接新學年，問卷數據反映學生喜愛此暑期課程，課程內容亦適切實用且富趣味。教師問卷方面，100%的老師皆認為課程內容與設計適合學生程度，勞作活動能讓學生學習中華文化，透過製作燈籠及龍船，學習中國傳統節日的習俗，惟部分勞作製作步驟較繁複，部分學生需要花較長時間完成，建議下年度選材可選取簡易版的勞作材料給予有需要的學生。超過 85%的老師認為學生參與了暑期課程後，他們的中文能力進步表現能達到預期成效，惟有部分學生於寫字、說話及認讀能力方面仍有待加強。100%的老師皆認為學生喜愛暑期課程的中文學習活動，也認為本課程能幫助非華語學生提升中文能力及興趣。超過 80%的老師認為此課程有助學生銜接新學年。
3. 透過多元化的學習活動，能有效提升學生的學習興趣。從學生的課堂表現、學生問卷和教師的觀察所得，學生積極參與課堂活動，並認真完成課後練習。
4. 暑期班的教材皆按照中國語文課程第二語言學習架構框架來設計，程度合適，而教師亦按學生能力自訂精教和略教的教學內容以照顧學生學習多樣性，提升學習效能，成效良好。
5. 本年度增加了出外參觀活動的次數，合共安排了四次參觀活動，參觀了香港歷史博物館、香港科學館、香港動植物公園及社區遊，學習有關中華文化、國安教育、科學探究的知識、認識動物及欣賞大自然景色、提供機會讓學生接觸社區，包括參觀屯門公共圖書館、屯門郵政局、屯門大會堂、遊覽屯門公園並進行野餐活動，認識各項公園設施及環境，惟原定參觀香港動植物公園當天因惡劣天氣而取消，改為留校進行中文集體遊戲。此外，課程期間於校園亦進行了多元化的學習活動，包括動態及靜態的活動如手工藝、語文遊戲等，所有活動皆以中文授課，創設中文語境，讓學生多機會多運用中文，以提升中文能力。大部分學生都投入活動，也盡量嘗試運用中文溝通和表達，反映學習活動能有效鼓勵學生學習並多運用中文，成效良好。

15. Sister School Scheme(Chinese version only)

姊妹學校交流計劃報告 2024－2025 學年

內地姊妹學校名稱：汕頭市龍湖區丹霞小學

統籌老師：郭詠霞副校長

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	<u>P.4 學生線上交流活動</u> - 由本校安排學生視像交流，透過實時平台及虛擬實境(VR)短片，由學生透過虛擬實境短片介紹學校，增進兩校學生之認識。 - 增購硬件設備，以助線上交流活動。	- 兩校學生透過視像交流及虛擬實境片段，增加雙方的認識，開始建立友誼 - 學生互相認識，能促進日後探訪交流活動的成效	取消了，因為本年度與汕頭市龍湖區丹霞小學新結盟，未有充裕時間安排兩校學生進行線上交流。	- 現時已沒有疫情的阻礙，建議兩校師生進行實體交流，效果會更為理想。 - 建議待 12 月兩校學生進行交流後再審視情況，兩校商議後再作決定。 - 建議繼續製作學生作品集，加強兩地學生之文化交流。
2.	學生書信活動(中文) - 安排本校四年級(主流中文課程) 學生寫信給配對的姊妹學校學生，學校收集後，全寄往姊妹學校，再派發給配對的學生。 - 姊妹學校安排學生回信，並寄到本校，再分派給配對的學生。 - 參與人數：學生 16 人	- 透過兩校學生書信交往，加深相互的認識和了解，促進兩地的文化交流。 - 使兩地學生建立友誼/聯繫	取消了，因為本年度與汕頭市龍湖區丹霞小學新結盟，未有充裕時間安排。	
3.	藝術活動(視藝科) 安排小四學生參與色彩亞克力仿玻璃工藝製作體驗班，為線上交流活動製作紀	加強學生之間的文化體藝交流	國教組於七月十四日前往探訪時，已將有關作品親手交予丹霞小學，並作簡單介紹。龍湖小學校長讚賞學生的作品，並表	

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
	念品 - 學生交換自己親手製作的色彩亞克力仿玻璃工藝品 - 學生送上親手製作的紀念品給姊妹學校(色彩亞克力仿玻璃工藝品) - 於線上交流活動時，請學生簡單介紹色彩亞克力仿玻璃工藝品的製作過程 - 參與人數：學生 65 人		示謝意。同時，丹霞小學亦向我們送贈了具潮州文化特色的紀念品。	
4.	八段錦(體育科) - 安排兩校四年級學生一同學習八段錦 - 於線上交流活動時，兩校師生一同操練八段錦 - 參與人數：學生 65 人	學生之間的文化體藝交流	取消了，因為本年度與汕頭市龍湖區丹霞小學新結盟，未有充裕時間安排兩校學生進行線上交流。	-現時已沒有疫情的阻礙，建議兩校師生進行實體交流，效果更為理想。 建議來年
5.	製作 45 周年校刊及學生作品集 - 編輯及製作 45 周年校刊、學生作品集，並加入姊妹學校計劃中，四年級學生的書信及學生活動後之感想，派發給兩校學生評賞。 - 參與人數：學生 16 人	- 加強學生之間的文化體藝交流 - 使兩地學生建立友誼/聯繫	45 周年校刊及學生作品集順利完成，國教組於 7 月探訪活動時，已親手將有關資料交予丹霞小學校長和老師，相信龍湖小學之師生透過閱讀有關作品，定能加強對本校的認識。	- 建議繼續聘請文職同事協助外處理有關工作。 - 是次探訪不但增進了兩校之間的認識和友誼，而且為學生實體交流(12 月 23 至 24 日)做好了準備。建議來年兩校繼續用不同的方式，保持緊密聯繫。
6.	聘請協助同事(補貼一位書記薪金) 姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	協助處理整個計劃中的報價、訂購物資、聯絡及郵遞之行政工作	文職同事能協助老師處理有關文件或行政工作，能減輕老師工作負擔。	
7.	行政組教師交流活動 本校行政組到訪內地姊妹學校，與國內校長及教師交流，分享學校管理的經驗。	協助本校行政團隊提升管理技巧，並更了解國內的發展。	已於 14/7/2025(教師專業發展日)，校長帶同國教組老師到丹霞小學交流。當天，丹霞小學之校長、老師及學生代表熱烈歡迎和熱情招待我們。姊妹學校的學生代表和主	

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
			任向我們詳細介紹了丹霞小學的歷史及特色。而高校長亦用簡報和短片簡介了伊斯蘭學校的校史和課程特色。同時，兩校老師就 12 月帶領學生兩日一夜之交流，進行了探討。	

第二部分：財政報告

項目編號	交流項目	支出項目	備註
1	2425 姊妹學校簽約儀式	交通費及午膳費用	承上年度盈餘： \$ 162,994.00 本年度撥款： \$ 165,439.00
2	學生書信活動（中文）	信封、信紙	
2	藝術活動(視藝科)	紀念品製作之物資及導師費用	
3	製作 45 周年校刊及學生作品集	印刷費	
5	聘請同事協助處理文件工作	一位文職同事的薪金補貼	
6	國教組教老師探訪交流活動	交通費及午膳費用	
7	學生線上交流	高清直播系統	
		支出總計 \$108,119.60	
		本年度結餘 \$57,319.40	
總結餘 \$220,313.4			

IV. Student Performance

1. Scholarships

The 2024-2025 Harmony Scholarships	3C CHENG CARLYLE CHI TO
The Politest Students Award (2024-2025)	2B IP CHI LING 4B SHAH HARIS ALI

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. 24-25 Inter-school Events and Awards

Nature of Activities	No. of Participants	Events / Items of activities	Awards
Chinese	50	76 th Hong Kong Schools Speech Festival (Chinese Speech) - Solo Verse Speaking	6-Merit Awards
			2-Proficiency Awards
	15	2024-2025 Chinese Talent Competition for Non-Chinese Speaking Students	1-Merit Award
English	97	76 th Hong Kong Schools Speech Festival (English Speech)	2-Champions
			1 st Runner Up
			2 nd Runner Up (Choral Speaking)
			29-Merit Awards
			6-Proficiency Awards
	14	Hong Kong School Drama Festival 2024-2025	Award for Outstanding Cooperation
			4 Awards for Outstanding Performer
Mathematics	4	13 th RUMMIKUB Competition held by Semple Memorial Secondary School (β Division)	Individual Gold Award
	6	12 th RUMMIKUB Competition held by Tung Wah Group of Hospitals Yau Tze Tin Memorial College	Team Bronze Award
General Studies	12	5 th Hong Kong Inter-School Creative Paper Airplane Competition - Longest flying distance	5-Gold Awards
			2-Silver Awards
			5-Bronze Awards
		5 th Hong Kong Inter-School Creative Paper Airplane Competition - Most precise landing	3-Silver Awards
			4-Bronze Awards
Computer	6	Hong Kong Primary School STEAM Innovation Competition	Champion
	11	2025 STEAM@Cheng Chung Cup	Merit Award
	6	2025 Science and Technology Olympics - Hit the Target: Launch Pad Design Competition	Bronze Award
Putonghua	6	76 th Hong Kong Schools Speech Festival (Putonghua) - Solo Verse Speaking	4-Merit Awards
	5	28 th Primary School Putonghua Competition (Tuen Mun & Yuen Long District)	Merit Award

Nature of Activities	No. of Participants	Events / Items of activities	Awards
	1	The 7th Greater Bay Area and New Territories West (Bilingual and Trilingual) Challenge (Upper Primary Group)	Bronze Award
Library	2	The HKCRE Individual Challenge Competition - Edu DynamiX	Individual Challenge – 1 Silver
			Individual Challenge – 1 Bronze
Physical Education	13	2024-2025 Tuen Mun Inter-School Athletics Meet	Boys A Grade: 200 metres-Champion
			Boys B Grade: Softball Throw-4 th Place
			Girls A Grade: 200 metres-5 th Place
	9	Tuen Mun District Primary School Table Tennis Competition	Girls-8 th Place
	7	Primary School Basketball Competition(Boys) by YPI & CA Lee Lim Ming College (YPICALLMC)	4 th Place
	9	2025 Tuen Mun Primary School Basketball Competition	Merit
	1	BOC Youth Development Programme All Primary School Fencing Competition	Tuen Mun District Boys B Grade Epee-Champion
	1	2024-25 All HK Inter-Primary School Fencing Competition	Epee-17 th Place
Visual Art	17	Bonsai and Orchid Painting and Sketching Competition by Ching Chung Taoist Association	Merit Award Outstanding Work
	10	2 nd Impressions of Beautiful Hong Kong: AI and the Integration of Guangdong-Hong Kong-Macao Greater Bay Area Culture Award Ceremony	Silver Award 9-Merit Awards
Music	5	77 th Hong Kong Schools Music Festival (Graded Piano Solo)	3 rd Place (Silver)
			Bronze
	8	77 th Hong Kong Schools Music Festival (Vocal Solo) Boys or Girls Treble Voice (Age 13 or under)	4-Silver
			4-Bronze
	1	Joint School Music Competition (Primary School, Piano Solo)	Senior Group (Gold)

Nature of Activities	No. of Participants	Events / Items of activities	Awards
	14	Joint School Music Competition (Primary School) Group Ensemble	Singing- Bronze award.
	1	27 th Great Melody School of Music Competition	Piano Solo (Grade 8)- Bronze Award
	1		Piano Solo(20 th Century Music) Bronze Award
	1	Music@e-Contest Piano Solo Competition 2024	Gold award and Distinction
	1	The 16 th Hong Kong Children and Youth Piano Contest	Junior Group- Gold Award
	1	The 11 th Inter-school Children's Chinese Opera Competition (Individual)	3rd Place
	1	2024 Piano Competition for Elite Performers	1-Piano Solo(Grade 5)-2 nd Place
	1	The 19 th Asia Pacific Outstanding Youth Piano Competition	Piano Solo(Grade 8)- Gold Award
	1	The 20 th Asia Pacific Outstanding Youth Piano Competition	Piano Solo(Grade 8)- Gold Award
Dancing	16	The 61 st Hong Kong Schools Dance Festival	Highly Commended Award in Contemporary Dance (Group)
	1	The 61 st Hong Kong Schools Dance Festival	Highly Commended Award in Contemporary Dance (Solo)
	17	The 39 th Tuen Mun District Dance Competition	Silver Award in Modern Dance (Group)
	1	The 39 th Tuen Mun District Dance Competition	2-Silver Awards in Modern Dance (Solo)
Others	2	Community Youth Club(CYC)	Senior Group
	2	Tuen Mun District Civic Education Committee The Award for the Politest Student	Junior Group
			Senior Group
	10	Tuen Mun Primary Interschool “Strive for Success” Award Scheme	Senior Group- Certificate of Appreciation
	2	The 17 th Arts Ambassadors-in-School Scheme	Certificate of Appreciation

4. Achievements and Reflections on School Major Concerns

School Development Plan - Major Concern 1: Fostering Students' Mental Health

Achievements:

Referring to the objectives set in the School Development Plan and Success Criteria of the Annual School Plan, here is a summary of the progress and achievements of the major concern for the academic year.

Please see attachments for the strategy framework

Major Concern for This Academic Year: Care

Objectives of the Annual Plan:

1. Students develop healthy lifestyle habits, have sufficient rest, and adequate sleep time.
2. Students learn to relax appropriately, care for themselves, and practice self-care.
3. Strengthen peer, teacher-student, and parent-child relationships to enhance a sense of connection.
4. Students understand their roles and importance in various relationships, are willing to take responsibility, and contribute.
5. Students adopt a positive attitude in managing emotions, handling stress, and overcoming difficulties.

The following are examples of activities conducted this academic year to achieve the above objectives:

Optimizing Homework and Time Management

To promote students' mental health and ensure adequate rest, the school implemented several measures, including optimizing the school timetable to increase students' rest and relaxation time, participating in the "Whole School Health Program" and signing the *4Rs Mental Health Charter*, reviewing assessment policies to adjust the frequency, content, scope, and format of dictations, tests, and exams, and establishing a school-based homework policy to coordinate homework load across subjects, balancing quality and quantity, with regular reviews and optimizations. These measures effectively reduced academic pressure, promoted a balanced lifestyle, and created a learning environment conducive to mental health.

Class-Based Sharing Session

The school deliberately incorporated a “Class-Based Sharing Session” into the timetable. The concept is to create a safe and supportive environment where every student feels valued and connected, ensuring no one is overlooked. The activities align with the “Relationships” principle of the *4Rs Mental Health Charter*, emphasizing the importance of mental health and social development. The goal is not only to foster interaction but also to provide diverse, informal sharing opportunities, enabling students—especially those who are more passive or easily overlooked—to participate and discover their own value and strengths.

Whole School Get Moving

Physical activity significantly benefits students’ physical and mental health, relieving stress, promoting relaxation, and enhancing focus and teamwork. The school implemented a series of “Whole School Get Moving” activities to foster a sports culture on campus, ensuring all students—regardless of age or physical ability—have opportunities to participate. The activities aim to cultivate exercise habits, encourage diverse participation, and help passive students integrate, thereby enhancing their sense of self-worth and belonging while promoting holistic development through joy.

Whole School Get Moving Activity List	Objective	Activity Details
Vitality Wednesday	To foster exercise habits and enhance the campus sports atmosphere	Weekly Wednesday morning exercise for the whole school
Dynamic Sports Station	To provide daily exercise opportunities to help students de-stress	Set up a sports area on the playground for students during breaks
Stretch Star	To encourage students to actively participate and share stretching activities	Students record and upload stretching videos to the school website to promote stretching during free time
Parent-Child Sports Fun	To strengthen parent-child relationships and promote family exercise culture	Parent-child sports competitions, including rope skipping and beanbag tossing, to enhance family-school connections and encourage exercise
Sports Milestone	To motivate students to set exercise goals and build perseverance	Students record exercise habits in a sports log, with a reward program each semester to encourage more exercise
Little Athlete	To foster interest in sports among younger students and build confidence	Activities like mini-tennis, fancy rope skipping, and simple athletics were introduced

Classroom Vitality Exercise	To provide daily exercise opportunities, enhance classroom focus, and relieve study pressure	Simple in-class exercises were taught to help students relax
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JC PandA

The school participated in the Jockey Club JC PandA Program to enhance students' mental health. Five teachers underwent mindfulness training, with three completing the PAWS b. Mindfulness Instructor Course, enabling them to deliver the PAWS b. Mindfulness Program to Primary 4 students. This program helped students practice mindfulness, improving focus, emotional regulation, and fostering a harmonious campus atmosphere.

Self-Care Journey

Off-campus learning enhances student engagement. The school organized the "Self-Care Journey," guiding students to participate in diverse activities, explore community resources, and develop emotional regulation and social skills.

Senior primary students visited community integrated service centers, participating in workshops and interactive games to learn about mental health resources. Junior primary students joined the "Animal Discovery" Mental Health Fun Day at Hong Kong Ocean Park, learning positive thinking through animal interactions and guided tours.

Class Bulletin Board Design

Aligned with the school's 45th anniversary theme, all classes collaborated on bulletin board designs themed "We Are a Family," expressing unity among teachers and students through drawings and text. Students shared diverse cultural backgrounds, integrating values of gratitude, respect, and mutual help, fostering positive emotions and social skills. The boards were displayed during assemblies for students and parents to view, with awards for creativity and collaboration to boost participation. This activity strengthened campus cohesion and emotional health.

Emotional Connection: Birthday Celebrations for All

The school held two birthday celebrations per semester for students with birthdays in different months, creating a warm campus atmosphere. On their birthdays, students received small gifts, and social workers or teachers visited classrooms during breaks to lead birthday songs. School-designed birthday cards were mailed to students' homes during their birthday week, fostering a sense of care from teachers. This activity cultivated gratitude and joy, enhancing teacher-student connections and campus belonging.

Mental Health Space

The school established a "Mental Health Space," a dedicated room for students to calm down and self-regulate when experiencing emotional distress. Teachers guide students to this space during

emotional fluctuations, and it is open during breaks for students seeking quiet. The space provides a comfortable environment, simple toys, and personal space to promote relaxation and reflection, fostering self-awareness and emotional regulation. This initiative supports emotional health and a supportive campus atmosphere.

Emerging Skills Group

The school participated in the 「運動不迷「網」青少年正向培訓計劃」 program by Pok Oi Hospital, establishing an “Emerging Skills Group” for students with social difficulties or excessive screen time. Through static activities (e.g., leather crafting) and dynamic activities (e.g., skateboarding), students developed interests, catered to diverse skill needs, and connected with peers in a peaceful environment. The group fostered mutual understanding, integrated values of mutual help and respect, and enhanced social skills and confidence, creating an inclusive campus atmosphere.

Teacher-Student Connection: Opportunities for Appreciation

The school implemented a school-based counseling reward program, where students earned stamps for good behavior, redeemable for teacher-designed gifts or time with teachers. Each month, four “Stars of the Month” (Politeness, Diligence, Friendliness, Progress) per class were awarded badges, with teachers sharing their commendable qualities. This activity integrated respect and gratitude, boosting students’ confidence and teacher-student connections, fostering a harmonious campus.

Student Service Ambassadors

The school established various “Student Service Ambassadors,” including BBS Big Brothers and Sisters to support Primary 1 students, Language and Math Ambassadors hosting game booths during breaks, and Sports and Arts Ambassadors leading physical activities. These initiatives fostered mutual understanding, integrated values of mutual help and respect, enhanced cross-grade connections, and promoted collective growth within the school community.

Arrange Mental Health First Aid courses for parents

In response to societal needs and student well-being, the school partnered with the Hong Kong Mental Hygiene Association to offer a Mental Health First Aid Course for parents, led by trained social workers and psychologists. The course taught skills to identify mental health issues, provide initial support, and connect to community resources, integrating values of care and mutual help. This initiative raised parents’ mental health awareness, improved parent-child communication, and fostered a caring campus and community atmosphere.

School Anniversary Theme Booths

During the school anniversary, students from the school and community were invited to visit, with parents trained as volunteers to manage game booths incorporating emotional expression, conflict

resolution, and anti-bullying education. The activities promoted parent-student interaction, integrated respect and inclusivity, connected diverse cultural backgrounds, and enhanced community cohesion and students' social skills, and cultivated a caring atmosphere within the school and society.

Home Sweet Home Parent-Child MV

Parents and students collaborated on the "Home Sweet Home Parent-Child MV," co-creating the annual theme song. The activity included parent-child communication workshops and joint tasks, fostering cooperation and understanding while integrating gratitude and mutual help. A screening event allowed families to share their experiences, and the MV was played at school and external venues, strengthening parent-child and community connections, and creating a warm campus atmosphere.

Achievements

Promoting Healthy Lifestyle Habits

To achieve Objective 1, "Students develop healthy lifestyle habits, have sufficient rest, and adequate sleep time," the school implemented diverse activities and optimized policies, significantly enhancing students' healthy habits and balanced development. The following summarizes progress and achievements, supported by key evaluation data.

The "Whole School Get Moving" program provided abundant exercise opportunities through activities like "Vitality Wednesday," "Dynamic Sports Station," and "Classroom Vitality Exercise," ensuring participation across ability levels. The "Sports Milestone" encouraged students to log exercise habits, with parental involvement fostering family exercise culture. Feedback from sports logs and teacher observations indicated improved exercise habits, classroom focus, and participation. APASO survey results showed increased frequency and enthusiasm for sports compared to previous years.

Additionally, the school optimized homework and time management policies, reviewed timetables to ensure in-school rest, adjusted assessment policies to reduce academic pressure, and established a school-based homework policy to balance workload. These measures ensured sufficient rest and sleep, laying the foundation for healthy lifestyle habits.

Fostering Relaxation and Self-Care

To achieve Objective 2, "Students learn to relax appropriately, care for themselves, and practice self-care," the school continuously reviews and evaluates the effectiveness of growth support services and implements various measures to enhance students' emotional management and self-care abilities. 87.2% of teachers agree that the school effectively uses data to assess the effectiveness of student growth support services, showing an increase of more than 10% compared

to the previous year. Below is a summary of the achievements for this academic year, supported by data.

The Jockey Club “Joyful@School” Mindfulness Program reached 100% of Primary 4 students, teaching brain function and emotional regulation techniques. Student feedback, such as “Mindfulness helps me calm down before exams,” and teacher observations noted improved focus and stress management. The “Self-Care Journey” allowed senior primary students to participate in community workshops, with 90% reporting that they learned self-care techniques and 100% completing projects like photo frames, which boosted their confidence. Junior primary students joined Ocean Park’s “Animal Discovery” Fun Day, where they felt joyful and cultivated positive thinking. Stakeholder surveys showed that the percentage of teachers agreeing that student support services meet growth needs increased compared to previous years, reaching 84.6%.

The “Mental Health Space” recorded over 300 visits, with 90% of students reporting it helped them relax, citing feedback like “Hiding in a cardboard box feels safe.” Teachers noted improvements in students’ self-awareness. Optimized homework and time management increased rest time, and “Classroom Vitality Exercise” provided daily relaxation opportunities. APASO data showed without negative emotion levels above the Hong Kong norm, , and the emotional well-being score (with no anxiety or depression symptoms) increased from 106 to 115, reflecting progress in emotional health. These measures promoted relaxation and self-care, laying a foundation for holistic development, with plans for continued optimization.

Strengthening Peer, Teacher-Student, and Parent-Child Relationships

To achieve Objective 3, “Strengthen peer, teacher-student, and parent-child relationships to enhance a sense of connection,” the school implemented diverse activities, significantly fostering campus and family connections, supported by data.

The “Class-Based Sharing Session” provided a safe platform for interaction, with all students agreeing it strengthened peer and teacher-student relationships. Parents noted students were more willing to express themselves, enhancing class cohesion. The “Class Bulletin Board Design” themed “We Are a Family” saw 70% of students reporting a sense of belonging in APASO surveys, up 5% from last year, with students describing the class as “like a family.” Birthday celebrations reached all students, with personalized birthday cards increasing the agreement rate for “The school is a caring place” by 8% in surveys, strengthening teacher-student connections.

The “Emerging Skills Group” achieved 100% student satisfaction, with students demonstrating mutual help in activities like leather crafting and skateboarding, improving peer social skills. The “Teacher-Student Connection: Opportunities for Appreciation” saw most students earn over 100 stamps, redeemable for teacher gifts, with a 4% increase in students agreeing “I receive support and encouragement from teachers” in surveys. “Parent-Child Sports Fun” and “School Anniversary

Booths” attracted over 400 participants, with parent volunteers fostering parent-child and community connections while integrating anti-bullying education.

The “Home Sweet Home Parent-Child MV” enhanced parent-child communication, with 90% of parents agreeing “The school is caring,” up from last year. Parents completing the Mental Health First Aid Course received certificates, with 100% satisfaction, reporting improved parent-child communication. APASO data showed 69.3% peer relationship satisfaction, and 92.2% of teachers agreed teacher-student relationships were strong, reflecting steady progress.

These measures strengthened connections among campus stakeholders and families, fostering an inclusive and supportive atmosphere.

Fostering Role Responsibility and Positive Emotional Management

To achieve Objective 4, “Students understand their roles and importance in various relationships, are willing to take responsibility, and contribute,” and Objective 5, “Students adopt a positive attitude in managing emotions, handling stress, and overcoming difficulties,” the school implemented activities to enhance responsibility and emotional management.

The “Student Service Ambassadors” program saw students take on roles like BBS Big Brothers and Sisters, with 100% of ambassadors agreeing it enhanced responsibility, citing comments like “Helping Primary 1 students made me more patient.” Stakeholder surveys showed 83.8% of parents agreed that the school helped their children learn to interact, up from last year. The “Class Bulletin Board Design” fostered collaboration, with APASO data showing increased belonging. “Theme Months” integrated values education, with 82% of parents agreeing the school promoted character, and students demonstrating responsibility traits like lawfulness and filial piety. The “Home Sweet Home Parent-Child MV” helped students understand family roles, with 90% of parents agreeing “The school is a caring place.”

The Mindfulness Program reached 100% of Primary 4 students, with feedback like “Mindfulness helps me calm down,” and teachers noting improved emotional regulation. The “Mental Health Space” recorded over 300 visits, with 90% of students reporting relaxation benefits. The “Self-Care Journey” taught emotional management, with 100% of senior primary students completing projects, boosting confidence. The “Emerging Skills Group” encouraged overcoming challenges, with students noting “Skateboarding taught me to try.” The “Theme Month - Filial Piety” fostered gratitude, with feedback like “Writing gratitude notes helped me appreciate more.” These activities cultivated role responsibility and positive emotional management.

Reflection

Based on our evaluation results, here is an analysis of the factors contributing to the success and obstacles throughout the planning, implementation, and evaluation processes, as well as a summary of our experiences and reflections.

Insufficient Positive Emotions

While the school implemented numerous activities to promote mental health, APASO survey data showed that, despite having negative emotion levels below the Hong Kong norm, positive emotions were below the norm, with students often taking joyful experiences “for granted.” For instance, birthday celebrations increased the sense of connection (“The school is a caring place” agreement rate up 8%), but they did not significantly foster gratitude, indicating a need for activities to better encourage reflection and internalization of positive values. The “Theme Month” experience suggests structured activities can enhance character, and this model could be adapted to include gratitude practices like thank-you diaries or sharing sessions to promote positive emotions. The “Class-Based Sharing Session” could also incorporate positive emotion training through storytelling or role-playing.

Insufficient Self-Discipline and Politeness

Stakeholder surveys showed only 38.9% of students agreed they were self-disciplined, a low figure. Several student conflict incidents occurred during the year, indicating insufficient cultivation of behavioral norms. Staff feedback noted students’ lack of politeness, with some displaying rudeness when corrected, suggesting a need for long-term guidance. The success of the “Student Service Ambassadors” program (92.3% of parents agreed it improved interpersonal skills) shows role responsibility can promote self-discipline. This model could be adapted to launch “Politeness Activities” to foster courtesy and rule-following. “Theme Months” could integrate lawfulness and respect education to reinforce value internalization. Individualized behavioral guidance for students in need could ensure more effective discipline and politeness education, fostering a harmonious campus.

Insufficient Focus on Healthy Eating

While the “Whole School Get Moving” program and timetable optimization promoted healthy lifestyles, the focus was on exercise and rest, with insufficient attention to healthy eating. Meeting records indicated that eating habits are heavily influenced by families, limiting school intervention. APASO data showed increased exercise frequency but lacked dietary data. Teachers noted students frequently brought unhealthy snacks to school. The success of parental involvement in the “Sports Milestone” suggests parent-child activities can promote health awareness. This could be adapted to launch parent-child healthy cooking workshops to teach balanced diet knowledge, integrating gratitude elements (e.g., “Theme Month”). “Healthy Eating Ambassadors” could be established to regulate in-school eating behaviors, and individualized dietary guidance could be provided to

address family influences, comprehensively enhancing students' physical and mental health.

Challenges in Balancing Rest and Academics

The school optimized the timetable per the *4Rs Mental Health Charter* to ensure sufficient rest, promoting well-being. However, during academic competitions, students used rest time for practice, and some completed assignments during breaks due to absences or late submissions, impacting relaxation. Stakeholder surveys showed 75.8% of parents agreed the school addressed students' developmental needs (e.g., well-being, socializing, academics), down from last year, indicating a need to balance rest and academics better. Future efforts could analyze the impact of rest time on healthy habits and provide guidance for students in need, to ensure a balance that supports holistic development.

Feedback and Follow-Up

Based on the "Achievements" and "Reflection" of this major concern, the following measures are proposed to further promote the seven learning goals, feeding into the planning of next year's Annual School Plan/School Development Plan.

Building Positive Relationships and Emotions

Positive emotions were below the Hong Kong norm, with students taking joyful experiences "for granted," and a gap in teacher-student perceptions (92.2% of teachers vs. 65.5% of students agreed relationships were good) needs addressing. Next year's major concern will be "Friendliness," leveraging the "Friendly Alliance" program to promote positive relationships. To enhance positive emotions, gratitude education will be introduced, with a "Gratitude" theme at assemblies and distribution of the Education Bureau's "Gratitude Train" on student and parent platforms, encouraging students to write thank-you diaries. Continuation of "Class-Based Sharing Sessions" and birthday celebrations will strengthen teacher-student relationships.

Healthy Lifestyle Habits

Insufficient focus on healthy eating led to students bringing unhealthy snacks, with dietary habits influenced by families. Next year, campus snack guidelines and a "Healthy Eating Reward Program" will be introduced, with teachers periodically checking snacks and rewarding healthy choices to promote balanced diet knowledge. Healthy parent-child cooking workshops will enhance dietary awareness. Exercise and rest promotion will continue, adhering to the *4Rs Mental Health Charter* to ensure in-school rest time, fostering balanced physical and mental health for holistic development.

Self-Discipline and Politeness

Politeness will be a focus for the Guidance and Counseling Team next year, with “Politeness Activities” modeled after “Student Service Ambassadors,” establishing “Politeness Ambassadors” to promote phrases like “Please, Thank You” and greetings before classes. Weekly politeness themes at assemblies, using role-playing and videos, will integrate lawfulness and respect education. A stamp reward system will recognize rule-following students, encouraging behavioral change. Inviting police school liaison officers for “Rule-Following” talks and “Friendly Alliance” staff for “Respect” lectures will reinforce responsibility and respect, fostering a harmonious campus.

****School Development Plan - Major Concern 2: Cultivating Students' Willingness to Learn**

- In response to the New Primary Curriculum Guide (2024) and the recommendations of Learning to Learn 2+, which emphasis the need to foster students' lifelong learning and self-directed learning capabilities, as well as to promote the seven learning goals, namely: (1) nurturing national identity, (2) developing positive values and attitudes, (3) acquiring knowledge in various Key Learning Areas, (4) enhancing language proficiency, (5) strengthening generic skills, (6) cultivating reading and information literacy, and (7) maintaining a healthy lifestyle — the school has set Major Concern (2) as “Cultivating Students' Positive Attitude towards Learning”.
- This concern also addresses the learning needs of our students, particularly their generally low motivation to learn, limited learning experiences, and lack of interest in reading.
- In aligning with the targets outlined in the School Development Plan and the success criteria stated in the School Annual Plan, the school systematically reviewed and evaluated the progress, achievements, and reflections related to this Major Concern throughout the school year. The evaluation was supported by data analysis and evidence collected from various sources, including stakeholder survey results, school performance assessment data, and other school-based data

A. Achievement

1. Enhancing Teachers' Professional Capacity

To align with the focus of “Enhancing Student Participation through Diversified Learning Activities” in lesson observation this year, the school sought to strengthen teachers' professional capacity by encouraging them to design lessons that engage students more actively, thereby cultivating students' positive attitudes towards learning. The following achievements were recorded in this regard:

1.1 Optimizing Lesson Sharing

Two sessions of ‘Optimized Unit Design’ sharing were arranged during the school year, one in each term. In addition, sharing of lesson improvement highlights was incorporated into subject panel meetings and staff meetings. Through these platforms, teachers exchanged experiences on adopting varied teaching strategies, learning activities, and classroom approaches to motivate students, enhance learning interest and nurture positive learning attitudes.

1.2 Review of Students' Work

Findings from work scrutiny in both terms revealed that assignments across all subjects were thoughtfully designed. Subject teachers regularly reviewed and refined their assignment designs based on students' performance and teaching reflections. Unit booklets and writing modules have

become more comprehensive over time. Compared with previous years, more open-ended and challenging questions have been introduced, such as conducting family interviews or writing tasks based on everyday life experiences, integrating learning with real-life situations to enhance learning and teaching effectiveness. In addition to traditional paper-based assignments, online platforms such as Google Forms and Padlet were also used, allowing students to demonstrate their learning outcomes through listening, speaking, reading, writing, as well as drawing, photography, or video production. These diversified forms catered to students' differing learning needs and encouraged greater engagement.

1.3 Stakeholder Questionnaire Analysis (Teachers)

According to the survey results on “Teachers’ Perceptions of Professional Development”, the percentage of teachers selecting “Agree” and “Strongly Agree” increased compared with last year. Teachers found that this year’s professional development activities—covering The New Primary Curriculum Guide and National Education—were closely aligned with subject-based development needs and daily teaching practice. In addition, professional sessions introducing the new Humanities and Science curricula helped teachers better understand emerging curriculum trends, thus enhancing teaching effectiveness and fostering students’ interest in learning.

1.4 Student Questionnaire

Members of the Curriculum Team conducted a student questionnaire across classes they taught. Among 195 respondents, 83% agreed that teachers arranged diversified and participatory learning activities in daily lessons, such as group discussions, cooperative tasks, learning games and group presentations.

1.5 Interviews

A total of 20 students from upper, middle, and lower levels were interviewed. All agreed that teachers provided interactive learning opportunities. Upper and middle primary students mentioned group discussions and presentations in English and General Studies lessons, while younger students also cited similar experiences in Chinese Language classes.

1.6 Meeting Discussions

During curriculum team meetings, teachers collectively agreed that focusing on “Diversified Participatory Learning Activities” for peer lesson observation and unit lesson design was beneficial. It provided a common platform for collaborative discussion and professional sharing on effective instructional strategies.

1.7 Lesson Observation Outcomes

Lesson observations showed that teachers effectively employed a range of questioning techniques and incorporated varied learning activities to promote student engagement. Apart from group

discussions and presentations, activities involving sensory and hands-on experiences were also arranged to cater to diverse learning needs. Observations indicated that students participated actively and enthusiastically throughout lessons.

2. Optimizing the School-based Curriculum

The school actively refined its school-based curriculum to align with the Major Concern, with the aim of enhancing students' attitude towards learning from multiple perspectives.

2.1 Cultivating Students' Positive Attitude towards Learning from Multiple Dimensions

2.1.1 Incentive Schemes and Reading Leaderboards

Different subject panels introduced a variety of reward schemes and reading leaderboards to encourage students' active participation in class and consistent completion of assignments. Teachers' observations and work scrutiny indicated notable improvement in students' motivation and responsibility, evidenced by a decrease in cases of unsubmitted homework.

2.1.2 Enhancing Assignment Design

Each subject panel regularly reviewed and refined school-based assignments according to students' backgrounds, abilities and learning needs. e-Learning materials were incorporated to consolidate and extend students' learning, catering for learner diversity and enhancing learning interest.

2.1.3 Small-group Remedial Class Teaching (SRC Classes)

Teachers of the Small-group Remedial Classes (SRC) designed supplementary worksheets to strengthen students' grasp of foundational knowledge. This provided additional support to students requiring consolidation, boosting their confidence and fostering a more positive attitude towards learning.

2.2 Strengthening STEAM Education

2.2.1 Classroom Learning

Elements of STEAM education were infused across different subjects. For instance, students designed and made balance scales in Mathematics, cultivated green beans and built Roman catapults in General Studies. These activities integrated scientific inquiry, mathematical application and design-cycle thinking. Hands-on activities can enhance practical skills and learning interest, and further promote cooperation and communication among peers, thereby increasing students' enthusiasm for learning and their ability to collaborate.

2.2.2 STEAM Days

STEAM Days were organized with cross-curricular collaboration to connect knowledge across different Key Learning Areas under a common theme. Students engaged in the entire process—from planning, design, experimentation and production to testing, recording and improvement. These

experiential learning opportunities not only deepened students' interdisciplinary understanding and application skills but also nurtured their long-term interest in STEAM-related fields and their ability to solve problems through practical engagement.

2.3 Sustaining the Integration of National and Values Education across Subjects

2.3.1 Curriculum Planning for Values Education

Monthly assembly themes were designed based on the developmental needs of students at different stages and in line with the EDB's updated curriculum guidelines. Regular Moral and Growth Education lessons, monthly assemblies, and fortnightly lunchtime storytelling sessions effectively promoted positive values, national identity and a caring school culture.

In addition, subject-based award schemes were implemented to recognize students' diligence and effort. The school also appointed Environmental Ambassadors and Cleanliness Ambassadors in each class to assist classmates in developing civic responsibility and environmental awareness. Senior students helped distribute textbooks at the beginning of term to show appreciation for the efforts of school staff. A classroom cleaning competition on Chinese Culture Day further cultivated teamwork and respect for shared environments.

2.3.2 Monday Flag-raising and National Security Education Sharing

On important dates in the activity calendar, members of the National Education Team delivered speeches, while on other occasions, Mathematics teachers shared content related to National Security Education to strengthen students' civic education.

2.3.3 Stakeholder Questionnaire Analysis

In the student questionnaire, for Q.25 'My classmates and I help each other and get along well' and Q.28 'My school is a caring place,' the percentages of respondents who agreed or strongly agreed both increased compared to last year. In the parent questionnaire, for Q.15 'The school is a caring place,' the percentage of those who agreed or strongly agreed also rose by more than 10% compared to last year. Furthermore, from student interviews, many students were able to mention that they had learned values such as 'caring' and 'filial piety.'

2.3.4 Lesson Observation and Work Inspection

Lesson observations and work inspection indicated that subject teachers effectively incorporated values education into classroom learning and assessment tasks. Each subject maintained a Values Education Record to document related activities and visits for systematic review. Examples include: Chinese & English Language: Story-based learning was used to cultivate values such as care, gratitude, and family love through local and foreign stories on filial piety.

Mathematics: Contextual problems integrated values such as environmental protection and care for others. Topics on pollution statistics, gift box designs for Mother's Day, and monetary exercises were used to instill correct financial and moral outlooks.

General Studies: Topics about personal health taught students the importance of self-protection and self-respect. Visits to the ECSAF Sex Education Programs Van and the Tuen Mun Fire Station enhanced students' community awareness and respect for public service. Online visits to the Legislative Council, as well as career and financial literacy activities, encouraged civic understanding and responsibility.

Music: Besides teaching students to sing the national anthem and learn the related etiquette, enhancing their understanding of national symbols and identity, the Music subject also incorporated appreciation of Chinese folk songs and Chinese art songs into the curriculum at all grade levels, thereby deepening students' understanding of Chinese culture. Furthermore, lunchtime song dedication activities and on-campus concerts were organized, where songs and lyrics aligned with monthly themes were shared to integrate values education into daily school life.

3. Diversified Assessment

Teachers adopt diversified assessment methods to cater to the needs of different students, thereby enhancing their interest in learning. In terms of assessment, our school emphasizes 'assessment for learning' and 'assessment as learning.' Through classroom activities, observation, homework, and quizzes, timely feedback was provided to boost students' confidence, improve learning effectiveness, and foster a positive attitude toward learning. Apart from conventional written assessments, each subject also included project-based assessments, practical tasks assessment, poster design, video production, and self-management skill assessments. Before assessments, students were informed of the grading criteria to help them understand the learning and assessment objectives. Furthermore, elements such as 'student self-assessment', 'peer assessment', and 'parents comments' are incorporated to cultivate students' critical thinking and mutual appreciation, while also engaging parents in the learning process.

4. Promoting Reading to Stimulate Students' Interest in Learning

The school has actively promoted a reading culture with the aim of nurturing students' love for reading and integrating reading into daily learning to enhance both their learning ability and attitude.

4.1 Promoting Reading through Multiple Channels

The Self-Directed Reading Scheme continued this year, with a daily morning reading session in which students read self-selected books. On designated Tuesdays, students were encouraged to share their reading experiences with peers. The Leveled Reading Program also motivated students to read teacher-recommended books matching their reading levels.

In addition, “Story Parents” were invited to conduct storytelling sessions during co-curricular periods. Parent–child workshops were also organized for families to create pop-up books together, encouraging parent-child reading.

The school also held the “Character Story Carnival”, providing opportunities for students with fewer chances to perform to participate in scriptwriting, acting and supporting roles in story performances. Both students and parents responded positively, expressing enjoyment and satisfaction gained through these reading experiences.

4.2 New Initiatives: Reading Carnival and Career Planning Experiential Activity

4.2.1 Reading Carnival

Formerly known as Book Activity Day, the Reading Carnival featured game booths, a “Book-floating” old-book recycling corner, story theatres, character role-play competitions, a Hansel and Gretel-themed inflatable playground, and photo backdrop activities.

The event was conducted smoothly, and students participated enthusiastically. The inflatable games were especially popular, while the “Book-floating” activity encouraged book exchange and reuse. The story-themed photo taking activity also allowed parents to join and create joyful reading memories with their children.

All teachers dressed up as storybook characters to enrich the carnival atmosphere. Parents shared positive feedback, expressing their wish to participate in similar activities in the future.

4.2.2 “Little Shopkeeper Scheme” — Career Planning Experience Activity

To align with Life Planning Education, the school launched the “Little Shopkeeper Scheme” for the first time this year, enabling students to experience the roles and responsibilities of bookstore staff and understand the operation of a bookstore. The activity received positive feedback from both parents and students, who expressed keen interest in similar experiential programs in the future.

4.3 Expanding Cross-Subject Collaboration

Different subject panels further supported the reading initiative through subject-based integration. The Mathematics Panel incorporated mathematical storybooks into teaching; the Music Panel attached QR codes related to music topics in students’ music books to encourage related reading. Students who borrowed music-related books and completed a brief reflection were given the opportunity to share their reading outcomes during lessons.

5. Enriching Students’ Learning Experiences through Diversified Learning Activities

The school enriches students’ learning experiences through a variety of activities, encouraging active participation and stimulating interest in learning.

5.1 Thematic Months

5.1.1 Learning through Thematic Exploration

Theme-based months allowed different subjects to explore the same theme during the same period, enabling students to learn according to their interests and individual abilities. Learning activities gradually deepened and broadened through observation, group discussions, hands-on tasks, sharing, constructing knowledge, or independent work. This approach supported learner diversity, helped develop individual potential, and effectively enhanced students' motivation and engagement.

5.1.2 Cross-level and Cross-curricular Collaboration

Each Wednesday during the ninth lesson period, Thematic Month Activities were organized across grade levels and linked with Chinese and English Days. Teachers guided students in presenting short plays, speeches, or performances related to the monthly themes. To deepen learning, thematic talks and activities were also arranged — for example:

September–October: Law-abidingness: Crime prevention talks by the School Liaison Officer from the Hong Kong Police Force.

November–January: Festivals Around the World: Activities to explore Filipino festivals, Christmas celebrations, and Chinese New Year traditions.

February–March: Caring for Nature: Visits to Tuen Mun Park, Tuen Mun EcoPark, and Mai Po Nature Reserve to enhance environmental awareness.

5.1.3 Integration into Subject Learning

Subject panels also organized various learning activities in line with the theme-based month. For example, the Language subject integrated theme-related content into lessons, guiding students to engage in writing exercises based on their own experiences for greater inspiration and to enhance their interest in learning. The Music subject arranged song dedication according to the theme-based month, playing songs related to the theme and reading out the dedications to deepen students' impression of the theme.

5.1.4 Student Feedback

Out of 123 students interviewed across grade levels, 98 were able to state what Thematic Month meant and could recall relevant themes such as “Filial Piety,” “Diligence,” “Amazing Festivals,” “Caring for Nature,” and “Compassion.” The most frequently mentioned themes were “Filial Piety” and “Diligence”.

5.2 Integrated Learning Week and Subject-based Projects

Except for Primary Five, which adopted the theme ‘Tourist Attractions in Hong Kong, China,’ all other grades continued with last year’s theme during Integrated Learning Week to help students understand Chinese culture. Students participated actively in group-based learning tasks and demonstrated collaborative learning, thereby deepening their understanding of Chinese culture.

Subject-based project studies are led by individual subjects, allowing students to conduct in-depth learning on specific topics. Throughout the process, students develop research skills and critical thinking abilities. Below are some examples:

The Chinese language mainstream classes focused on fables as the theme. After reading, students engaged in listening activities, created fable booklets, learned the content, then continued writing the story and performed it. Students' showed more outstanding creativity in their work than last year.

The English subject adopted the theme 'Healthy Eating.' Students inferred food ingredients through reading, then conducted research, created slogans, and produced a booklet. Students participated enthusiastically, and the results were satisfactory. Their work was displayed in the classroom, which helped enhance their interest in learning.

In Mathematics, the theme was weather forecasting. Students generally mastered the skills of creating line graphs and were able to gain a basic understanding of climate change issues through reading weather data. They showed interest in the topic.

The general studies subject focuses on information literacy. Through worksheets, classroom activities, and video viewing, it enhances students' understanding of information literacy, thereby cultivating a positive attitude towards it.

In Music, the theme was making homemade instruments. Students carefully designed and created various instruments using eco-friendly materials and utilized online resources for self-learning to refine and complete their creations.

In Physical Education, the theme was ball games. After reading, students took part in a quiz competition and were highly engaged in the activity.

In Visual Arts class, origami was the theme. The students were highly engaged, asked questions whenever they encountered difficulties, and were willing to work hard to complete the tasks. In addition, they took the initiative to go to the library to borrow related books and taught themselves how to fold origami from those resources.

5.3 Physical Education Journals and Parent Participation

In Physical Education, PE journals were designed for both terms. These journals not only encouraged students to exercise daily but also invited parents to participate, fostering a healthy lifestyle together. The PE journals helped students develop the habit of exercising outside of class time and increased their interest in physical activity.

5.4 Multicultural Learning Day

Our school has students from diverse ethnic backgrounds, which is one of our strengths. It provides opportunities for students to learn about different cultures, and to develop mutual appreciation and respect. This year's Multicultural Learning Days included: learning about Pakistan, China, Nepal, India, the Philippines, as well as a Mid-Autumn Festival Learning Day and a Chinese Culture Learning Day. Through these different learning days, students were able to understand the cultural characteristics of various ethnic groups, thereby learning to respect and learn from one another, achieving racial harmony and enjoying learning together.

5.5 Summer Learning Tasks

Summer assignments were designed to go beyond repetitive drills and instead integrate knowledge from multiple subjects to cultivate generic skills, creativity, and a love for learning. Elements of parent-child collaboration were included to strengthen family bonds.

5.6 Inter-class Q&A Competition

Inter-class Q & A Competitions were held using tablet applications, ensuring full student participation. During the contest, students collaborated within teams to discuss and divide tasks, improving their communication and problem-solving skills. Teachers observed that students were highly engaged and enthusiastic throughout the activity.

5.7 Cross Boundary Study Trip

A group of 25 students from Primary 4 to 6 participated in an Cross boundary Study Trip to Seoul, Korea. Pre-departure training sessions were arranged during co-curricular time, where students prepared scripts, acted in video presentations introducing the school campus, and made souvenir keychains as gifts for Korean students.

During the exchange, students maintained reflective journals to record their daily experiences and insights. Teachers reported that participants were open-minded, eager to learn about Korean culture, customs, and language, and delighted to establish international friendships. The experience broadened their horizons and nurtured appreciation for cultural diversity.

B. Reflection and suggestion

Based on the evaluation outcomes, the school analyzed factors contributing to successes and challenges during the planning, implementation, and review stages. The following summarizes the key reflections and follow-up directions.

1. Strengthening Teachers' Professional Capacity

According to the new Primary Education Curriculum Guide, schools should promote continuous professional development and the establishment of learning communities, encouraging teachers to become lifelong learners. Teachers play multiple roles — besides designing learning experiences that prepare students for future challenges, they should also provide timely, positive, and high-quality feedback to enhance students' motivation and capacity for reflection. Therefore, strengthening teachers' professional competence remains a continuous priority.

Under the revised curriculum framework, teachers are no longer mere transmitters of knowledge; they are facilitators of learning who employ a range of strategies to guide students' active participation and self-directed learning. To achieve this, teachers must equip themselves with updated subject knowledge, pedagogical skills, and reflective practices, enabling them to enhance teaching and learning effectiveness and cultivate students' generic skills and autonomy.

Given the current emphasis on Values Education, Information Literacy Education, catering for learner diversity, and the introduction of the new Humanities and Science curricula, teachers must continuously update their understanding of curriculum intents and design principles. This allows them to design diverse learning tasks and adopt differentiated teaching strategies to address students' varied needs and sustain learning interest.

Lesson observation analyses revealed that although most teachers designed lessons with an emphasis on student participation, the use of differentiated instruction and higher-order questioning remained limited. Most questions stayed at knowledge and comprehension levels, while learning tasks often involved only pair or small-group discussions, with few opportunities for students to present or report.

This disparity was further reflected in stakeholder data: while over 90% of teachers expressed positive perceptions of their own teaching, only 50–60% of students shared positive views of classroom instruction.

Moreover, interviews and work inspections indicated that many students lacked understanding of the purpose of assignments — particularly pre-lesson preparation tasks — and viewed homework merely as a duty rather than a meaningful learning process. Students expressed a preference for creative and interactive assignments that allow them to demonstrate ideas and strengthen motivation.

To address this, teachers should engage in professional collaboration and co-planning to design diversified assignments catering for learner differences.

In the coming school year, the school will continue to organize panel-based or whole-school lesson optimization and sharing sessions to highlight exemplary classroom practices and encourage professional exchange. This aims to deepen teachers' understanding of learning through practice and promote the effective use of appropriate instructional strategies. Additionally, professional

development sessions will be arranged regularly on enhancing teaching effectiveness, such as facilitating higher-order thinking and questioning.

2. Optimizing the School-based Curriculum

During the year, 86 peer lesson observation records were collected from 36 subject teachers in Chinese, English, and Mathematics. Analysis focusing on “student participatory learning activities” yielded the following insights:

- In classroom interactions, 94% of teachers were able to achieve strong teacher-student interaction, primarily through teacher questioning and student responses. Student–student interaction could be strengthened.
- In the classroom, only 21 teachers were able to apply differentiated strategies, representing 56% of the total teaching staff.
- Additionally, 33 teachers were able to pose questions at different levels in the classroom, accounting for 89% of the total teaching staff. However, observation records indicate that most questions focus primarily on cognitive and understanding levels, with a significantly lower percentage of questions reaching higher levels such as application, analysis, and creation.
- A total of 31 teachers, representing 83% of the staff, were able to arrange multisensory activities in their lessons. Most of these lessons focused on visual and auditory modes, while the use of tactile experiences as part of multisensory activities was less common.
- A total of 36 teachers, representing 97% of the staff, were able to arrange diversified learning activities in their lessons, with group discussions being the most common. Although some lessons included presentation sessions, students were not yet able to demonstrate strong presentation skills.

Overall, the proportion of teachers who were able to apply differentiated teaching strategies and multisensory activities in lessons was relatively low and needed improvement. Since the classroom observation data were based only on one lesson per teacher for each term, they may not fully reflect teachers’ usual teaching practices. Therefore, the curriculum team conducted a student survey with 195 responses. The results showed that only 83% of students reported that their teachers arranged group discussions, group tasks, activities, and presentations in daily lessons while 13% felt that they did not, and 4% did not express an opinion.

In addition, according to stakeholder survey data from the teacher questionnaire, for the seven items under 'My perception of teaching,' over 90% of teachers selected 'Agree' or 'Strongly Agree.' Teachers believed that they had taught students to use different learning methods, employed questions of varying levels, and frequently adjusted their teaching pace according to students’ progress, thereby promoting student engagement in learning.

However, the student survey results showed that for most of the items under 'My perception of teachers' teaching (including teaching inside and outside the classroom),' only about 50–60% of students selected 'Agree' or 'Strongly Agree.' Moreover, three of the items recorded a decline compared with last year. Students were less likely to agree that teachers had achieved the above, revealing a significant gap between the teacher and student survey data.

In response, the focus of the next school year's lesson observations will be "Learning through Practice", promoting hands-on and cooperative learning experiences to strengthen students' generic skills.

Curriculum mapping will also be refined to integrate the 20 National Security elements, Values Education, National Education, Information Literacy, and generic skills, providing clearer guidance for lesson design.

3. STEAM and Values Education

Currently, STEAM education is mostly embedded in General Studies through science activities and STEAM Days, but its presence in other subjects remains limited. Although the Integrated Learning Week was originally designed to incorporate STEAM elements, review of student work showed little evidence of STEAM integration.

Given that the Integrated Learning Week primarily focuses on Chinese culture, future efforts will shift towards embedding STEAM learning more systematically into daily lessons and cross-curricular projects — especially within the newly introduced Science subject at Primary 1 and 4 — to nurture curiosity, creativity, and problem-solving skills.

Regarding Values Education, the review found that not all core values and attitudes (e.g. perseverance, responsibility, respect, and commitment) were explicitly reflected in current school activities, and vertical progression remains underdeveloped. Some lunchtime storytelling videos were linguistically too difficult, particularly those in Putonghua.

Next year, the school will continue to strengthen curriculum planning for Values Education, integrating priority values into daily lessons while arranging cross-curricular and thematic activities to deepen students' experiential understanding. Teachers will also further promote National Security Education, helping students understand the 20 key national security domains through authentic integration in lesson planning.

For lunchtime storytelling, it is recommended that Chinese and English values-based stories be prioritized, supplemented by resources such as the "Good Character English Animation Series" developed by the Education University of Hong Kong.

4. Diversified Assessment

The new Primary Curriculum Guide emphasizes the continuous learning–teaching–assessment cycle and encourages the adoption of diversified assessment methods.

Currently, only General Studies and Mathematics have consistently incorporated a wider variety of assessment modes, while the Language subjects remain heavily reliant on written assessments, potentially limiting students’ confidence and interest, particularly among diverse learners.

Therefore, it is recommended that Language panels introduce more non-written assessment modes to enhance learning confidence and engagement.

For instance, English teachers of Primary 3–4 could include one “Show and Tell” activity as a formative assessment to benefit students with weaker writing skills while improving their oral presentation abilities. Teachers should clearly communicate assessment criteria in advance to guide preparation.

Other subjects are also encouraged to adopt diversified assessment strategies to support students’ holistic development and accommodate different learning needs.

5. Promoting Reading

Comparison of stakeholder and APASO data between 2023/24 and 2024/25 revealed a decline in students’ intrinsic interest in reading:

- Those agreeing “I only read when necessary” fell slightly from 51.3% to 50%.
- Those agreeing “I read only to obtain useful information” increased from 48.9% to 50.5%.
- Those agreeing “I do not read for pleasure” rose from 55.1% to 59.5%.

These findings indicate a clear downward trend in reading motivation.

To rekindle students’ interest, stronger promotion of reading activities is needed next year.

Since students expressed enjoyment in listening to their parents tell stories, more parents will be encouraged to participate as “Story Parents.”

For the Reading Carnival, earlier promotions will be arranged. Considering that last year’s drama performance received limited interest, the English Drama Team will take over the performance next year.

The Book-floating activity will also be announced earlier to allow students sufficient time to bring books for exchange and avoid delays in redeeming coupons.

6. Enriching Students’ Learning Experiences

Although the school organized various cross-curricular activities, participation across subjects remains limited. Currently, only Primary 1 has implemented comprehensive curriculum integration, while other levels show room for expansion.

The results of the questionnaire regarding the thematic month show that among 123 respondents, approximately 20% did not know what the thematic month was, and some students confused the thematic month with weekly assemblies. Therefore, it is recommended that next year's weekly assemblies align with the thematic month, as this will not only help promote the thematic month but

also deepen values education within the school. Additionally, the school will pilot a single-theme, cross-curricular project beyond Primary 1 to enhance engagement and maximize lesson time.

Review of the Integrated Learning Week also revealed missing elements of project learning, such as question design, data analysis, and chart presentation. While students could identify cultural content, genuine collaboration and communication was not well demonstrated. Thus, the Curriculum Team will provide templates and exemplars to support teachers in refining teaching plans that integrate Chinese cultural inquiry with the development of generic skills.

Feedback on assignments from upper and middle primary students revealed limited understanding of pre-lesson preparation and the purpose of assignments, which affected motivation. Students preferred creative, research-based, or presentation-type tasks, and agreed that digital assignments were more engaging than traditional written ones.

Although Student Active Learning ratings in the stakeholder survey increased by about 7%, parent ratings slightly declined by 1%, suggesting that students' initiative has not yet met parental expectations.

The school will therefore continue to showcase students' learning achievements on various platforms to strengthen their confidence and motivate task completion, while helping parents recognize their children's progress.

In Physical Education, the new PE Journal was not fully valued by students, as only a small number submitted their records. It is recommended that teachers conduct spot checks and invite students to share their exercise reflections or interview their parents about joint physical activities to boost participation and visibility.

The Overall Way Forward:

In the coming school year, the school will:

- Continue optimizing curriculum and lesson design.
- Strengthen teachers' professional development and collaboration.
- Enhance teaching quality through diversified strategies.
- Further promote reading and student-led activities.
- Adopt varied assessment methods to accommodate learner diversity; and
- Broaden experiential learning to support students' all-round growth and development.

Key Issues of the New School Development Plan 2025-2026

School Major Concern 1: Caring

School Major Concern 2: Cultivating students' willingness to learn