

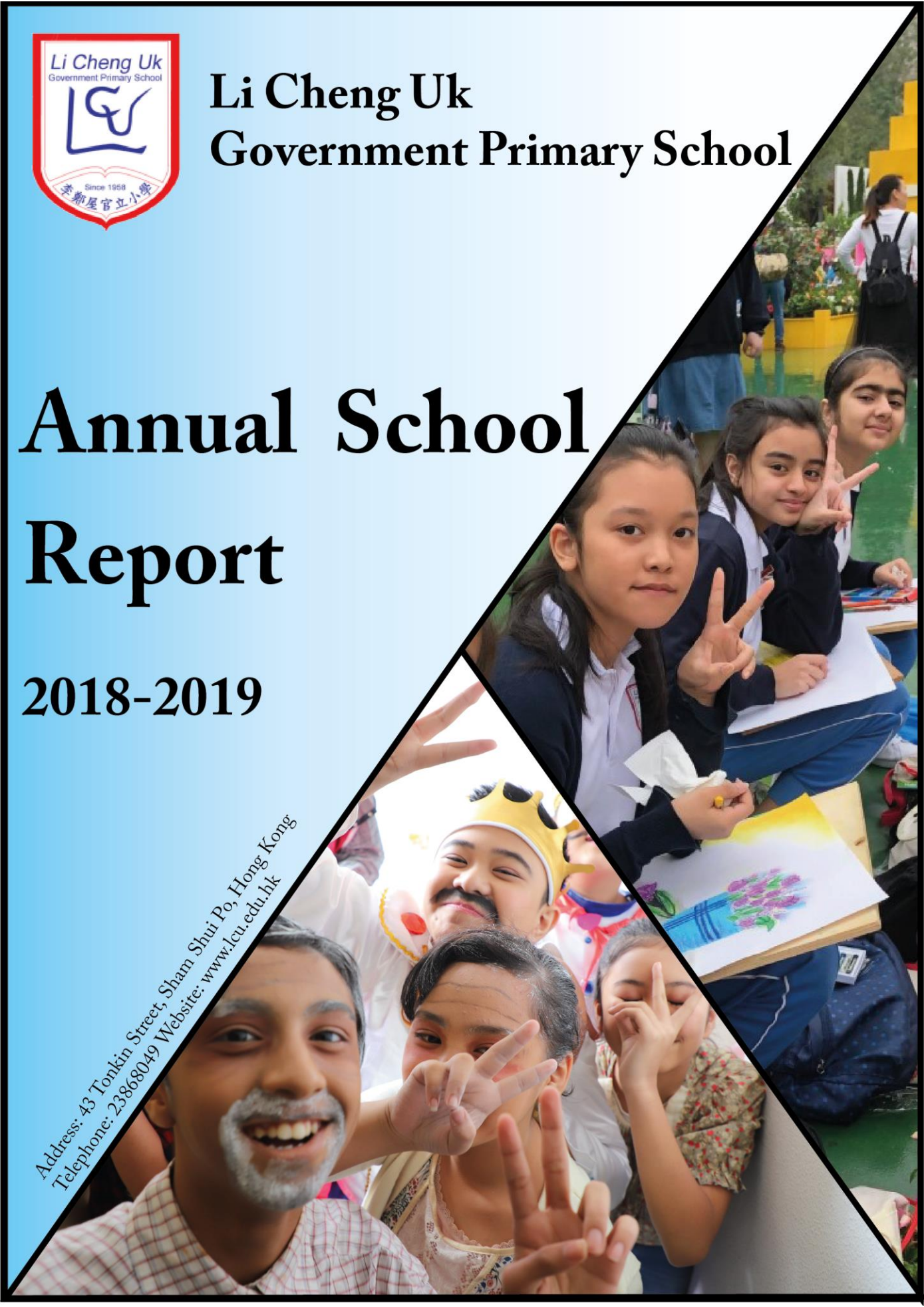


**Li Cheng Uk  
Government Primary School**

# **Annual School Report**

**2018-2019**

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**Li Cheng Uk Government Primary School**  
**Annual School Report 2018-2019**

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# I. Our School

## 1. School Vision

An environment for Growth:

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We have a commitment to ensure that quality learning and teaching is the central focus of every classroom.

## 2. School Mission

We are committed to promoting:

The Joy of Learning

The Love of Learning

The Passion for Life-long Learning

We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

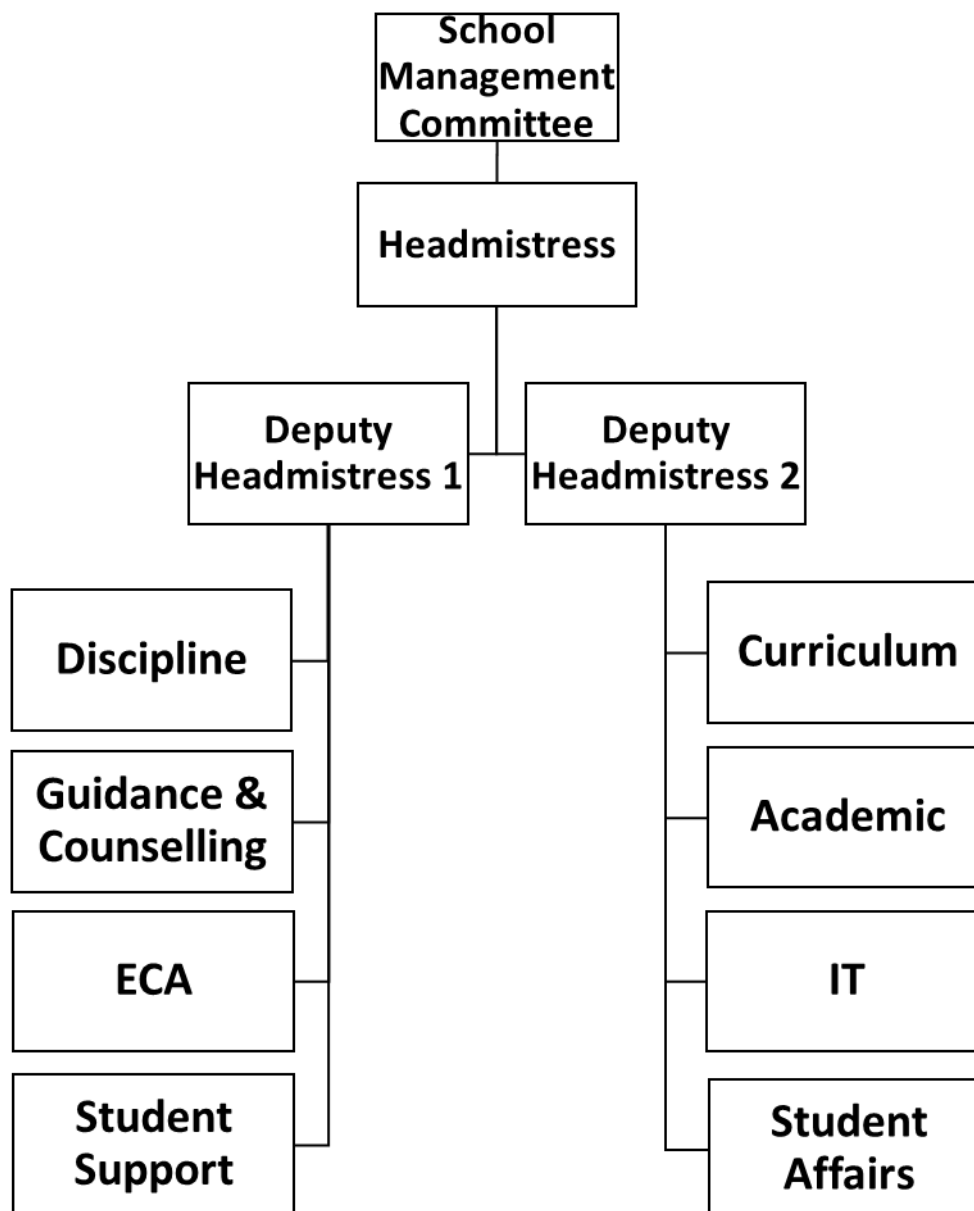
## 3. School Management

The School Management Committee has been set up since 1999. School policies are thoroughly discussed and endorsed in the meetings to ensure quality education for all the pupils.

### School Management Committee

Place	Member
Chairman	Mr. NG Ka-shing, Joe
School Headmistress	Ms. HO Mei-lin
Parent Managers	Mrs. Bernadette G.Vicente Ms. Ireen SULTANA
Teacher Managers	Ms. LEE Kwong-yung Ms. TSANG Yuen-wah
Community Member	Mr. Ediberto C. Billones

#### 4. School Organization



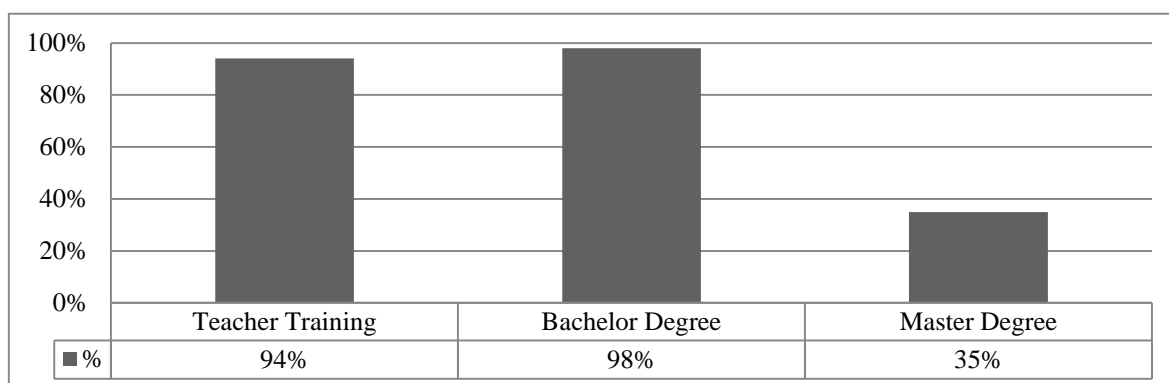
#### 5. Staff Establishment

55 Teaching Staff	1 Headmistress, 2 Deputy Heads, 8 Senior Teachers, 1 Librarian, 1 Student Guidance Personnel, 1 NET & 41 Teachers
12 Support Staff	1 ITRO, 1 TSS, 1 SAA & 9 TAs
15 Clerical Staff and Janitors	1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

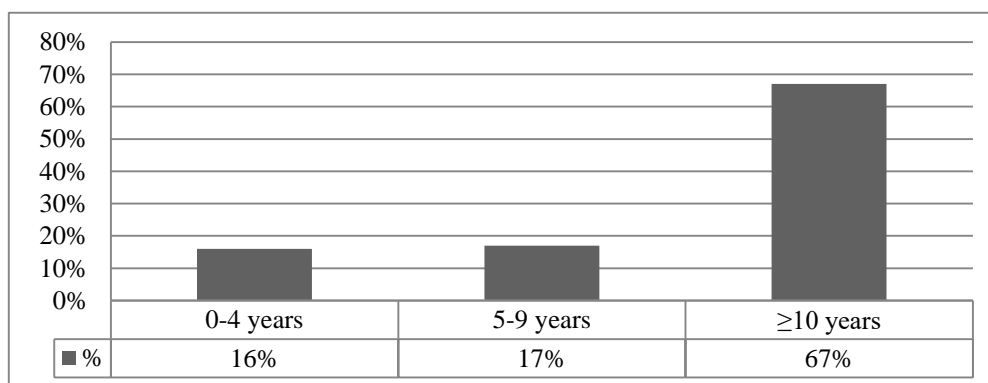
## 6. Staff List

Rank	Name	Title	Rank	Name	Title
HM	HO Mei-lin	Headmistress	APSM	WOO Hoi-ling	3D
SPSM/DH1	LEE Kwong-yung	Administration Support	CM	CHEUNG Fung-cheung	2A
SPSM/DH2	NG Siu-kuen	Administration Support	CM	HO Yau-choi	2B
PSM	YIP Heung-wing	Student Support	CM	WONG Mui-lai	2C
PSM	CHEUNG Kit-yu	Academic	APSM	SIN Kit-ying	2D
PSM	WONG Siu-wo	Discipline	CM	HUI Lai-king	1A
PSM	LEUNG Tak-ting	Guidance & Counselling	CM	CHOW Ka-yee	1B
PSM	LAI Susana	Student Affairs	APSM	CHENG Ka-yi	1C
PSM	TSANG Yuen-wah	Curriculum	APSM	CHAN Yuk-wah	1D
AM	WONG Wing-sze	ECA	CM	YAU Shuk-ling	Librarian
AM	CHAN Pin-nyuk	IT	APSM	CHAN Ching-wai	NCT
APSM	SUNG Wai-ling	6A	APSM	HUNG Yuk-wah	NCT
APSM	CHAN Ngan-ming	6B	APSM	HUNG Yin-yee	NCT
APSM	CHEUNG Lok-ka	6C	APSM	CHAN Lai-chu	NCT
APSM	WONG Yuen-kwan	6D	APSM	CHAN Lau-yu	NCT
APSM	LUI Sze-wan	5A	APSM	CHAN Lok-ki	NCT
APSM	NG Ka-ho	5B	CM	CHIU Sui-chun	NCT
CM	Devneer	5C	CM	CHUNG Long-sai	NCT
APSM	PONG Hoi-yan	5D	CM	YAU Kim-ting	NCT
APSM	CHAN Ka-yi	5E	CM	WONG Wai-ting	NCT
CM	CHUI Ming-pui	4A	CM	CHAN Yuen-fun	NCT
APSM	LAU Hiu-wai	4B	CM	LEE Pui-man	NCT
CM	KWAN Yim-man	4C	CM	WONG Ka-yi	NCT
CM	Maria	4D	CM	LAM Sze-lai	NCT
APSM	YAU Man-yiu	4E	CM	LAI Yuet-wan	NCT
APSM	YEUNG Man-yee	3A	--	Helen	NET
CM	NG Man-yui	3B	--	SUNG Yi-tim	SGP
CM	Fehmida	3C			

## 7. Teachers' Qualification



## 8. Teachers' Experience



## 9. Teachers' Professional Development

Date	Theme
<i>Staff Development Days</i>	
31/1/2018 (Thur)	EDB Staff Development Day (6hrs)
15/5/2019 (Wed)	Evaluation of Annual School Plan 2018/19 - Major Concern 1 (1.75hr)
17/5/2019 (Fri)	Evaluation of Annual School Plan 2018/19 - Major Concern 2 (1.75hr)
22/5/2019 (Wed)	Writing of Annual School Plan 2019/20 – Major Concern 1 (1.75hr)
24/5/2019 (Fri)	Writing of Annual School Plan 2019/20 – Major Concern 2 (1.75hr)
31/5/2019 (Fri)	Evaluation of Subject Plans 2018-2019 (1.75hr)
3/6/2019 (Mon)	Workshop on STEM Education (1.5hr)
24/6/2019 (Mon)	Writing of Subject Plans 2019-2020 (1.75hr)

Date	Theme
<i>Professional Sharing</i>	
12/10/2018 (Fri)	I.T. Workshop for P.4-P.6 (Micro bit) (1.25hr)
26/10/2018 (Fri)	I.T. Workshop (Monitoring System) (0.5hr)
26/10/2018 (Fri)	I.T. Workshop (Google Classroom) (0.75hr)
14/12/2018 (Fri)	English. Workshop on Reading Assessment (1hr)
1/3/2019 (Fri)	Chinese Workshop (1.25hr)
8/3/2019 (Fri)	General Studies Textbook Selection (1.25hr)
15/3/2019 (Fri)	I.T. Workshop (VR) (1.25hr)
22/3/2019 (Fri)	數學科「新書簡介會」 & English. Workshop (Developing Innovative Spirit in Learning English) (1.25hr)
29/3/2019 (Fri)	EP Talk : Reframing skills (1.25hr)
12/4/2019 (Fri)	General Studies Workshop (1.25hr)
16/4/2019 (Tue)	ST Workshop (Voice Caring) (1.25hr)

## 10. Communication with Parents

The school communicated with parents through different channels such as school circulars and notices, School Newsletters, PTA Newsletters, student handbooks, student homework books and school website. By holding Parents' Day and parents' meeting, parents were also advised of the expectations as well as policies of the school. Students' academic progress and behaviour at school were also reported to parents.

To enhance home-school co-operation, parents were also invited to participate in some of the school events such as PTA AGM, PTA Picnic, Christmas Celebration, Prize-giving Day, Parent-child Educational Games Quest, Community Visit, Sports Day and Graduation Day. Parental workshops, talks and interest classes were arranged for parents so as to enhance their parenting skills and facilitate their children to learn. In addition, teachers have often kept parents well informed of their children's performance at school by phone and parents are welcomed to make appointments with teachers.



## Connection with parents / Parent Education

Scope	Item	Date	Officer-in-charge
<b>Parenting skills</b>	P.1 Parent Workshop 1: Changes of School Life	12 <sup>th</sup> Sept	SGP and staff from SKHLMC
	P.1 Parent Workshop 2: Emotion Needs of Your Child	19 <sup>th</sup> Sept	
	P.1 Parent Workshop 3: Help Your Child to Learn	26 <sup>th</sup> Sept	
	Parent-child after School Group Activity	4 <sup>th</sup> , 11 <sup>th</sup> , 18 <sup>th</sup> , 25 <sup>th</sup> Oct	SGP and staff from SKHLMC
		1 <sup>st</sup> Nov	
	SGP Talk 1	20 <sup>th</sup> Feb	SGP
SGP Talk 2	10 <sup>th</sup> Apr	SGP	
<b>Home-school cooperation</b>	P.1 Orientation	28 <sup>th</sup> Aug	Ms Susana LAI
	1 <sup>st</sup> PTA Meeting 2 <sup>nd</sup> PTA Meeting 3 <sup>rd</sup> PTA Meeting 4 <sup>th</sup> PTA Meeting 5 <sup>th</sup> PTA Meeting	20 <sup>th</sup> Oct	PTA committee
		29 <sup>th</sup> Oct	
		6 <sup>th</sup> Dec	
		2 <sup>nd</sup> Apr	
		26 <sup>th</sup> Jan	
	PTA AGM	20 <sup>th</sup> Oct	PTA committee All teachers
	PTA Picnic	1 <sup>st</sup> Dec	PTA committee
	Parents' Day	30 <sup>th</sup> Jan	DH2
	Prize-giving Day	30 <sup>th</sup> Jan (1st Term)	DH2
		10 <sup>th</sup> Jul (2nd Term)	DH1
	Understanding Adolescent Project	17 <sup>th</sup> Nov (Opening Ceremony)	SGP and staff from Potential Engine
		22 <sup>nd</sup> Feb (Parent-child evening camp)	
		21 <sup>st</sup> Jun (Closing Ceremony)	
	Parent-child Flag Selling Day	1 <sup>st</sup> Mar	SGP
	Parent Volunteer Workshop	12 <sup>th</sup> & 19 <sup>th</sup> Dec	SGP
	Parent Volunteer Services	21 <sup>st</sup> Dec	SGP
30 <sup>th</sup> Apr			
26 <sup>th</sup> Jun			
SSPA Parent's Meeting	27 <sup>th</sup> Nov	Ms CHEUNG Kit-yu	
	11 <sup>th</sup> Apr		
	6 <sup>th</sup> May		
Parent-child Volunteer Service	26 <sup>th</sup> Jun	SGP	

<b>Scope</b>	<b>Item</b>	<b>Date</b>	<b>Officer-in-charge</b>
<b>Home-school cooperation</b>	Parent-child Invitation Games	30 <sup>th</sup> Apr (Sports Day)	PE Panel Heads
	Parent-child Educational Games Quest	3 <sup>rd</sup> Jul	DH1
	Most Supportive Parent Award	30 <sup>th</sup> Jun & 10 <sup>th</sup> Jul	DH1
	Graduation Day	28 <sup>th</sup> Jun	Ms CHEUNG Kit-yu
	Speech Therapist (parent's meeting)	Whole year	Ms CHEUNG Kit-yu
	Education Psychologist (parent's meeting)	Whole year	SGP
	Consultation and liaison with parents	Whole year	SGP
<b>Parents' Personal development</b>	Summer Chinese Bridging Program	July 2019	Ms CHENG Ka-yi, Ms CHAN Lai-chu
	Chinese Workshop	31 <sup>st</sup> Oct, 7 <sup>th</sup> , 14 <sup>th</sup> , 21 <sup>st</sup> , 28 <sup>th</sup> , Nov 27 <sup>th</sup> Feb, 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> , 27 <sup>th</sup> Mar	Chinese Panel Heads
	Parent Interest Class	3 <sup>rd</sup> , 10 <sup>th</sup> , 17 <sup>th</sup> , 24 <sup>th</sup> , 31 <sup>st</sup> Jan	SGP
		4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 10 <sup>th</sup> Jun	SGP
	Community Visit to Lam Tsuen	12 <sup>th</sup> Feb	DH1, SGP
	Community Visit to Tai O	29 <sup>th</sup> Apr	DH1, SGP
	<b>Subject-based Talk</b>	Chinese	14 <sup>th</sup> Nov
STEAM Education		21 <sup>st</sup> Nov	IT Stream
English		28 <sup>th</sup> Nov	English Panel Heads
Mathematics		20 <sup>th</sup> Feb	Maths Panel Heads

## 11. The Parent Teacher Association

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

Parent Teacher Association Executive Committee Members:

Post	Parent Committee	Teacher Committee
Advisor	-----	Ms HO Mei-lin
Chairperson	Mrs AMEENA Khandaker Rimi	-----
Vice-chairperson	Ms Ireen SULTANA	Ms LEE Kwong-yung
Secretary	Ms DIALLO Binta	Ms Devneer
Treasurer	Ms Bernadette G. VICENTE	Ms YAU Shuk-ling
Welfare and Activities Coordinator	Ms Dicky LHAMO	Mr YIP Heung-wing
	Ms Sugandha TAMANG	Ms WONG Wing-sze
Liaison Officer	Mr Bernard HUTABARAT	Ms LEUNG Tak-ting
		Ms SUNG Yi-tim

### Volunteer service

Item	Date	Officer-in-charge
Parent-child Flag Selling Day	1 <sup>st</sup> Mar	SGP
Parent Volunteer Workshop	12 <sup>th</sup> & 19 <sup>th</sup> Dec	SGP
Parent Volunteer Services	21 <sup>st</sup> Dec	SGP
	30 <sup>th</sup> Apr	
	26 <sup>th</sup> Jun	

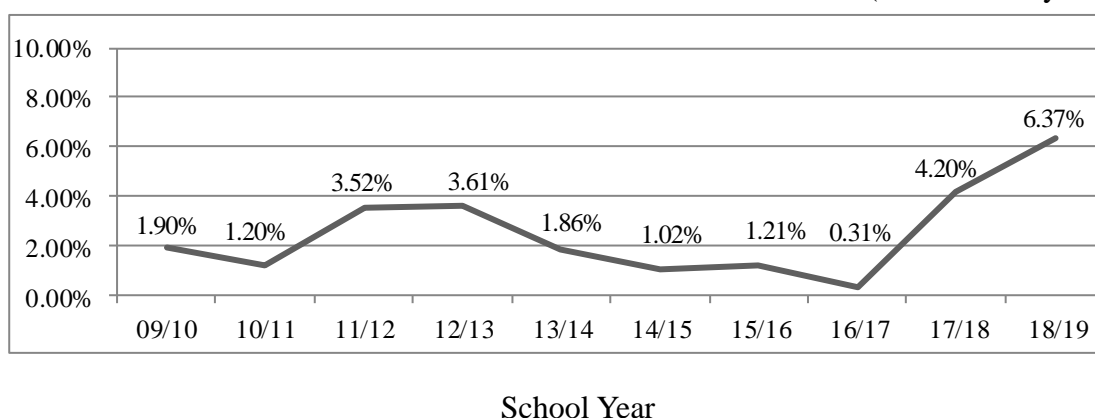
## 12. Class Organization

(as at 24<sup>th</sup> May 2019)

Level	P1	P2	P3	P4	P5	P6	Total
No. of Class	4	4	4	5	5	4	26
Capacity	128	128	100	125	125	100	706
Boys	64	59	66	82	68	53	392
Girls	43	45	42	52	66	54	302
Total Enrolment	107	104	108	134	134	107	694

### 13. Number of Unfilled Places

(as at 24<sup>th</sup> May 2019)



### Number of Unfilled Places 2018/2019

(as at 24<sup>th</sup> May 2019)

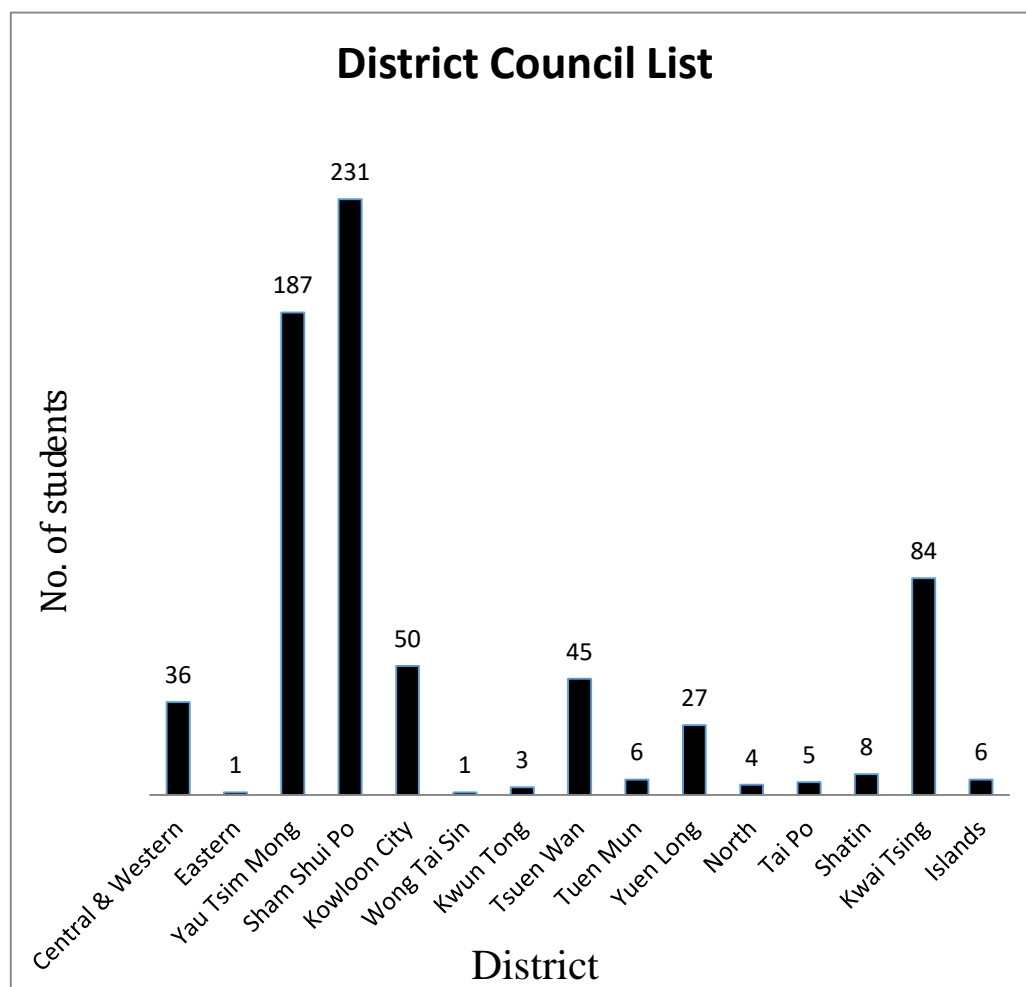
P.1	P.2	P.3	P.4	P.5	P.6	Total
21	24	0	0	0	0	45

### 14. Ethnic Distribution of Pupils

(as at 24<sup>th</sup> May 2019)

Ethnic groups	Boys	Girls	Total	Percentage
Nepalese	127	96	223	32%
Pakistani	125	95	220	32%
Indian	34	30	64	9%
Filipino	40	23	63	9%
Chinese	26	12	38	6%
Others	40	46	86	12%
<b>Total</b>	<b>392</b>	<b>302</b>	<b>694</b>	<b>100%</b>

## 15. District Distribution of Pupils



## 16. Attendance

Level	P.1	P.2	P.3	P.4	P.5	P.6
1 <sup>st</sup> term	93%	93%	94%	94%	95%	95%
2 <sup>nd</sup> term	92%	92%	94%	94%	94%	95%

## II. Learning and Teaching

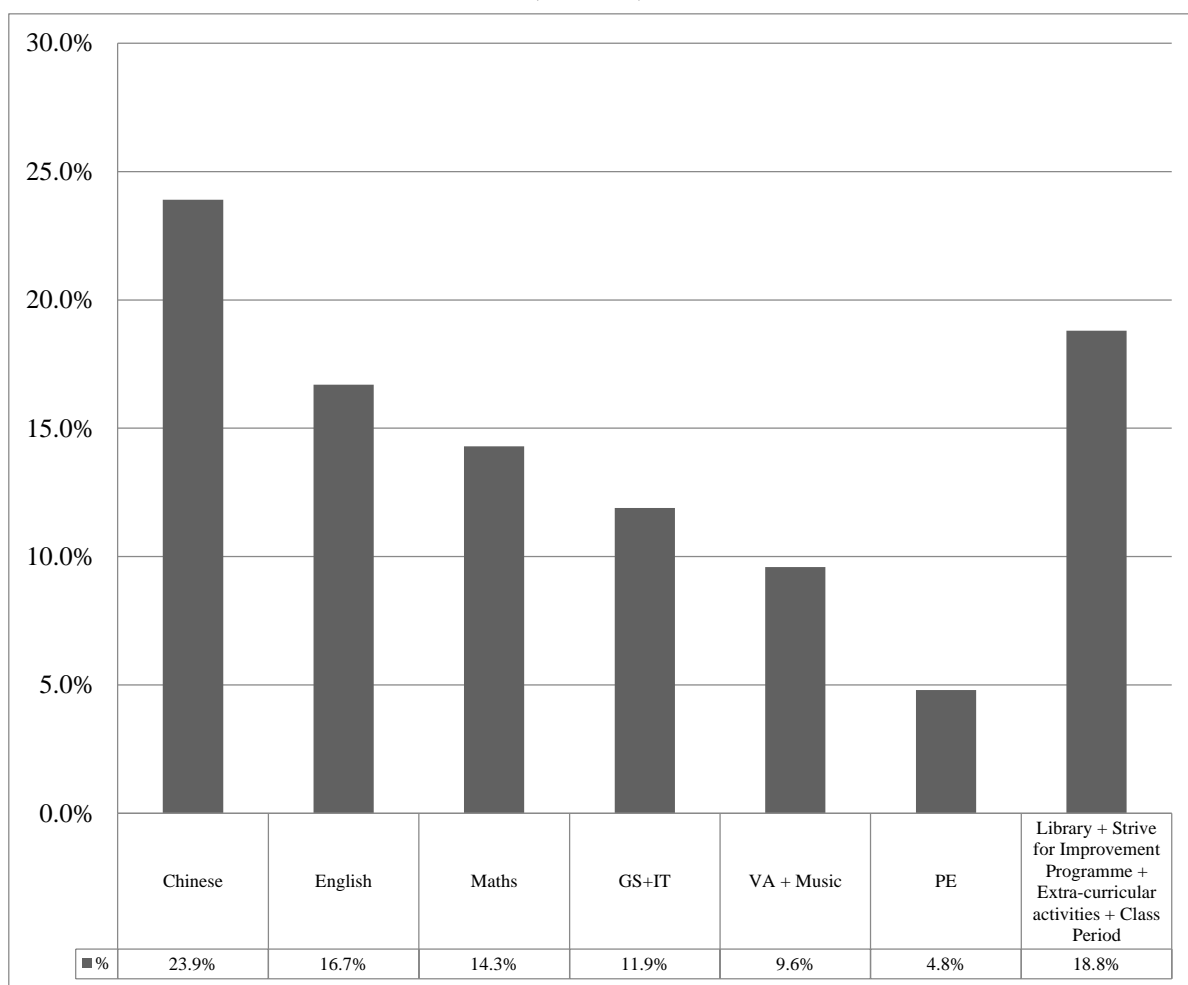
### 1. Learning Time for Key Learning Areas Per Week

Subjects/ Level	Period	Minutes	Percentage
Chinese	10 (40'')	400''	23.9%
English	7 (40'')	280''	16.7%
Mathematics	6 (40'')	240''	14.3%
General Studies + Information Technology	4 + 1 (40'')	200''	11.9%
Visual Arts	2 (40'')	160''	9.6%
Music	2 (40'')		
Physical Education	2 (40'')	80''	4.8%
Library	½ (40'')	40''	18.8%
Strive for Improvement Programme	½ (40'')		
Integrated Lesson	4 (40'')	160''	
Extra-curricular activities	1 (50'')	50''	
Class Period	5 (15'')	75''	
<b>Total</b>	-	<b>1685''</b>	

Integrated Lesson:

- Moral and Civil Education Programme (SIP): Thematic talks and general assembly
- Remedial Programmes (DMB): Chinese and Maths
- One-to-one basis Chinese Speaking Training
- Elite Training Programme: English and Maths
- Co-curricular lesson: STEM Education, Project Learning and LWL activities
- Urdu Classes

## (P.1-6)



## 2. Examinations

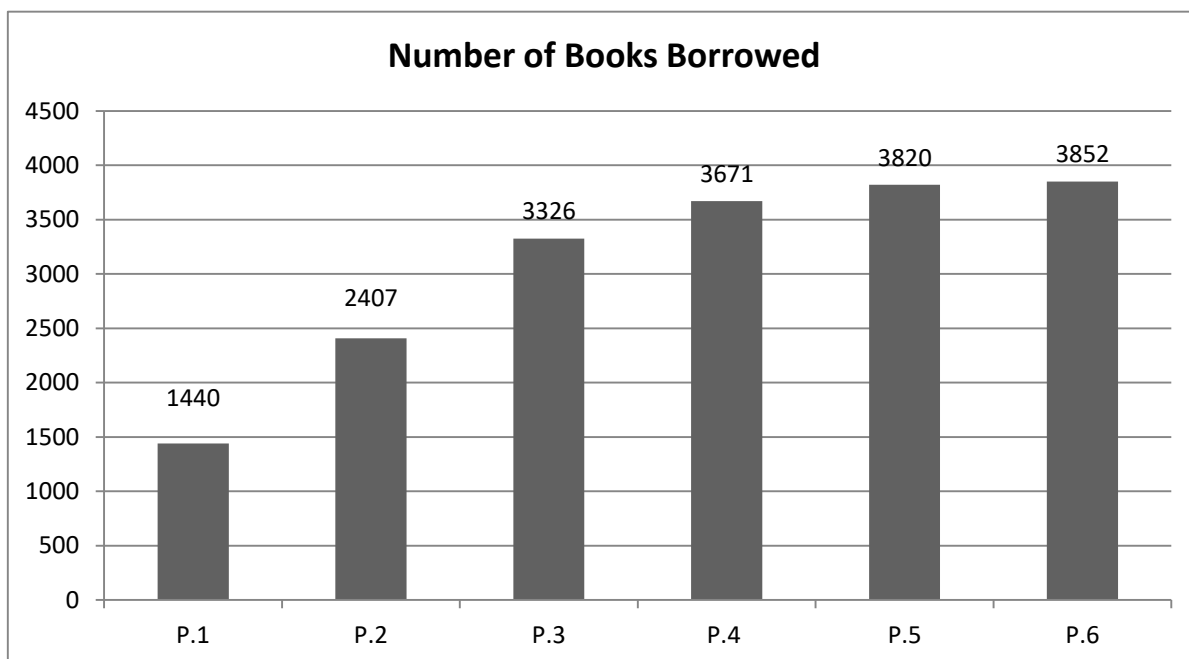
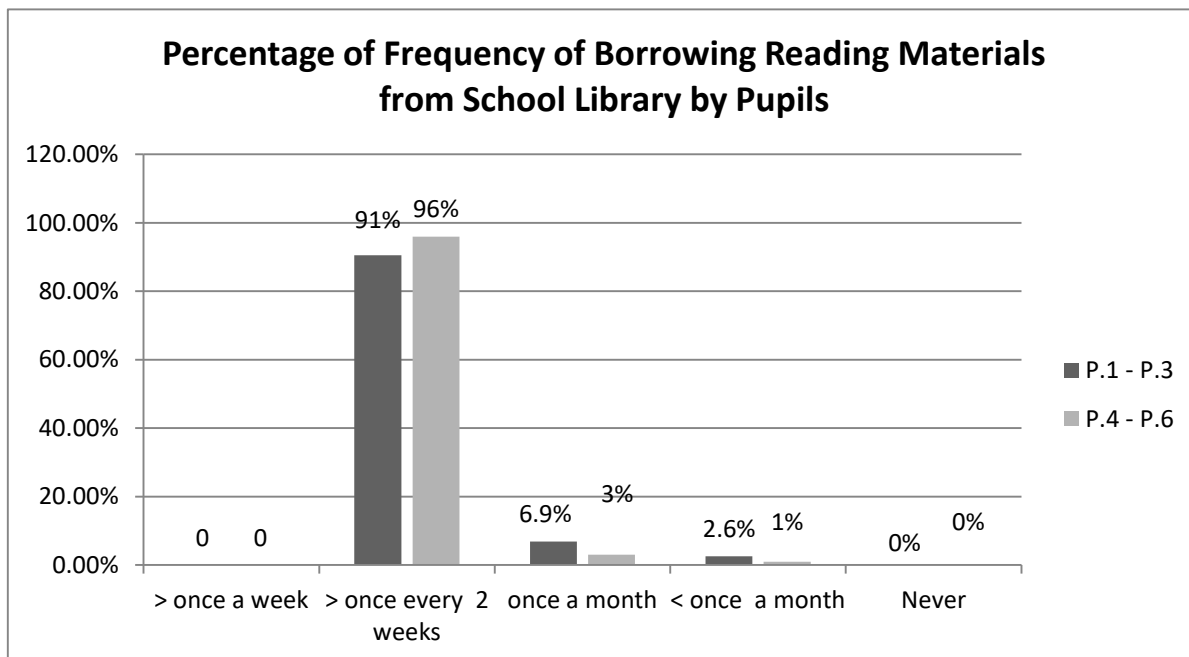
Examination	Date
First Mid-term Test (P.1-5) & Half-yearly Exam. (P.6)	8/11/18 – 13/11/18
Half-yearly Exam. (P.1-5) & First Mid-term Test (P.6)	10/1/19 – 15/1/19
Second Mid-term Test (P.1-5) & Final Exam. (P.6)	3/4/19 – 9/4/19
Final Exam. (P.1-5) & Graduation Exam. (P.6)	4/6/19 – 10/6/19

## 3. Number of Active School Days

Number of Active School Days in 2017-2018:

Level	No. of Days
P.1 – P.6	191

## 4. Reading Habit





## 5. Major Focus in Core Subjects

### Chinese

1. 透過寫作活動，如故事續寫、結局改寫、謎語創作、童詩仿作、童話新編等，啟發學生創意思維。
2. 通過全校參與有關節日及中華文化的活動，如中秋節「猜燈謎」、農曆新年「寫揮春」等，讓學生更深入了解及認識中華文化。
3. 學生透過參與不同類型的共融活動，如初小參加書法班、餐桌禮儀及剪紙班；高小參加舞龍班，令學生明白和而不同的重要性，達至和諧校園。

### English

#### **Major Concern 1: To nurture students' innovative spirit**

1. To offer solution-based challenges to students to inspire students' innovative spirit, students suggest different ways to solve problem in stories.
2. To nurture students innovative spirit through various learning tasks in The Space Town Literacy Programme in P.1 & P.2, pupils show their innovative ideas in their writing tasks.
3. To inspire students' innovation spirit, the school implements reading across the curriculum program in KS2.

#### **Major Concern 2: To promote harmony in diversity**

1. To foster understanding and respect for different ethnic groups, teachers carry out cultural activity when come across topics related to different ethnic culture.

### Mathematics

1. To launch Project-Based learning engaging students in deep thinking across different disciplines. Through Design Thinking approach, students will understand the importance of testing ideas, to identify and overcome challenges by learning from failures and mistakes.
2. To offer solution-based challenges to students in different dimensions by inspiring students' critical thinking and real-world application. Students from P.3 to P.6 to solve problems by Bloom's taxonomy which include the following steps: Remember, Understand, Apply, Analyze, Evaluate, Create.
3. To prepare students for the transition to the new curriculum, subject teachers of P.2 will prepare the new learning objectives and insert to the former curriculum.
4. To strengthen the number sense of P.1 – 2 students for facilitating their arithmetic ability in STEM project, different measures have been applied to enhance the number sense of students in P.1 – 2.

### General Studies

1. Pupils' science process skills, innovation and creativity are developed through diversified learning activities such as discussion, scientific investigation, reading, experiment, design and product creation.
2. Pupils' self-learning ability is enhanced through reading library books and searching information from the internet. Their learning towards the topic is extended.

3. Pupils' analytical skills is developed through reading online news app (時事學中文) and class discussion.
4. Pupils have to watch news broadcast during lunch time to learn about current issues.
5. Pupils understand and respect for different ethnic groups through role play and small group presentation.

### III. Support for Student Development

#### School Functions and Activities

Date	School activities	Participants
28/8/2018	P.1 Orientation	P.1 students
28/9/2018	P.5 InnoTech Expo 2018	P.5 students
2018-2019 (1 <sup>ST</sup> Term)	STEM in IL	All students
11/10/2018	Dress Casual Day	All students
12/10/2018	I.T. Workshop	P.4 & P.6 students
12/10/2018	3A & 3D Educational Visit	3A & 3D students
19/10/2018	6A Educational Visit	6A students
22/10/2018	6B Educational Visit	6B students
24/10/2018	3B & 3C Educational Visit	3B & 3C students
25/10/2018	Visit to HK Electric Centre	P.4-P.6 (18 students)
26/10/2018	6C Educational Visit	6C students
29/10/2018	6D Educational Visit	6D students
2/11, 7/11, 14/11/2018	Kowloon West Inter-school Soccer Competition	P.4-P.6 (15 students)
6/11/2018	Combined Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus Vaccination	P.1 & P.6 students
14/11/2018-30/11/2018	Music Project	All students
15/11/2018	Visit to Sir Ellis Kadoorie Secondary School	P.6 students
17/11/2018	UAP Opening Ceremony	P.4-P.6 (50 students)
19/11/2018-30/11/2018	Cleanliness Competition	All students
19/11/2018-7/12/2018	Christmas Decoration Design Competition	All students
19/11, 20/11, 21/11, 22/11, 23/11, 26/11, 27/11, 28/11, 29/11, 30/11/2018	P.3 Multiplication Activity	P.3 students
20/11/2018	Visit to Mei Ho House	5E students
21/11/2018	Visit to Mei Ho House	5D students
23/11/2018	2A & 2D Educational Visit	2A & 2D students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
23/11/2018	Visit to T Park	Environmental Ambassadors P.4-P.6 (25 students)
26/11/2018	2B & 2C Educational Visit	2B & 2C students
27/11/2018	4B, 4C & 4C Educational Visit	4B, 4C & 4C students
27/11/2018	1A & 1B STEM Visit to Science Park	1A & 1B students
28/11/2018	1C & 1D STEM Visit to Science Park	1C & 1D students
28/11/2018	Joint School Activities with Delia Memorial School	P.6 students
29/11/2018	UAP Small Group Session	P.4-P.6 (50 students)
30/11/2018	4A & 4E Educational Visit	4A & 4E students
1/12/2018	PTA Picnic	PTA Parents & students
5/12/2018	Green Picnic	All students
7/12/2018	Kowloon-west Athletic Competition	P.4-P.6 (33 students)
7/12/2018	UAP Parent-child Evening Camp	UAP Parents & P.4 (19 students)
10/12/2018	5B, 5C & 5D Educational Visit	5B, 5C & 5D students
10/12/2018	Christmas Decoration Design Competition	All students
11/12/2018	5A & 5E Educational Visit	5A & 5E students
11/12/2018	Seasonal Influenza Vaccination	All students
13/12/2018	4A & 4B STEM Visit to Science Park	4A & 4B students
13/12/2018	P.5 Cantonese Opera	P.5 students
13/12/2018	UAP Small Group Session	P.4-P.6 (50 students)
17/12/2018	4C & 4D STEM Visit to Science Park	4C & 4D students
18/12/2018	Joint School Activities	P.6 students
19/12/2018	4E STEM Visit to Science Park	4E students
19/12/2019-20/12/2019	Study Tour	P.5 (35 students)
21/12/2018	Green Christmas Celebration	All students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
4/1/2019	China's 40-Year Reform and Opening-up Project	P.4-P.6 (15 students)
16-17/1/2019	Music Appreciation Project	All students
17/1/2019	UAP Small Group Session	P.4 (19 students)
17/1/2019	Combined Diphtheria, Tetanus, acellular Pertussis & Inactivated Poliovirus Vaccination	P.1 & P.6 students
18-19/1/2019	UAP Overnight Camp	P.4-P.6 (50 students)
19/1/2019	Disneyland Learning Trip	P.1-P.3 students
26/1/2019	Disneyland Learning Trip	P.4-P.6 students
29/1/2019	Joint School Activities with Chan Chan Shu Kui Memorial School	P.6 (20 students)
30/1/2019 (1 <sup>st</sup> Term)	Prize-giving Day	All students
1/2/2019	Cultural Day	All students
15/2/2019	Visit to Mei Ho House	5B students
19/2/2019	Music for Millions Concert	P.6 students
20/2/2019	Visit to Mei Ho House	5C students
21/2, 28/2/2019	Hong Kong Primary Playground League	Cricket team
21/2/2019	UAP Small Group Session	P.4 (19 students)
22/2/2019	UAP Parent-child Outdoor Activity	P.4 (19 students)
27/2/2019	Drama Festival	Drama Club
2018-2019 (2 <sup>nd</sup> Term)	STEM in IL	All students
1/3/2019	21 <sup>st</sup> All Hong Kong Inter-Area Primary Schools Athletic Competition	P.6 (2 students)
2/3/2019	Joyful Reading Carnival	P.4-P.6 (35 students)
2/3/2019	Parent-child Flag Selling	Student & Parent
4/3/2019	Measles, Mumps & Rubella Immunization	P.1 & P.6 students
4/3/2019	Hepatitis B Immunization	P.6 students
5/3/2019	1A & 1D Educational Visit	1A & 1D students
5/3/2019	Kowloon West Area Inter-Primary Schools Basketball Competition	Basketball team
7/3/2019	UAP Small Group Session	P.4 (19 students)
8/3/2019	1B & 1C Educational Visit	1B & 1C students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
11/3/2019-22/3/2019	Cleanliness Competition	All students
11/3/2019	6B STEM Visit to Science Park	6B students
13/3/2019	6D STEM Visit to Science Park	6D students
14/3/2019	UAP Small Group Session	P.4-P.6 (50 students)
14/3/2019	6A STEM Visit to Science Park	6A students
15/3/2019	Jockey Club Student Drawing Competition – Hong Kong Flower Show 2019	P.6 (12 students)
15/3/2019	School Visit to the Open Day of Sir Ellis Kadoorie Secondary School	P.6 students
15/3/2019	2B STEM Visit to Science Park	2B students
18/3/2019	Music Festival	Junior Choir
19/3/2019	Joint School Activities with Chan Shu Kui Memorial School	P.6 (20 students)
19/3/2019	2A STEM Visit to Science Park	2A students
22/3/2019	6C STEM Visit to Science Park	6C students
22/3/2019	Visit to Mei Ho House	5A students
25/3/2019	Music Festival	Choir
8/4/2019	VA Competition	All students
9/4/2019	China's 40-Year Reform and Opening-up Project Prize-giving Ceremony	P.4-P.6 (15 students)
10/4/2019-8/5/2019	Music Project II	All students
10/4/2019	3B STEM Visit to Science Park	3B students
16/4/2019	2C STEM Visit to Science Park	2C students
29/4/2019	PTA Community Visit	PTA members
30/4/2019	Sports Day	All students
2/5/2019	Chinese Cultural Visit	4A students
2/5/2019	Multiplication Table Activity	P.2 students
3/5/2019	Healthy Lunch Tasting Session	P.4-P.5 (20 students)
4/5/2019	Lego Boost Competition 2019	P.3 (3 students)
6/5/2019	Chinese Cultural Visit	4B students
9/5/2019	Chinese Cultural Visit	4C students
14/5/2019-24/5/2019	Discipline Competition	All students

<b>Date</b>	<b>School activities</b>	<b>Participants</b>
14/5/2019	Joint School Activities with Chan Shu Kui Memorial School	P.6 (20 students)
14/5/2019-18/5/2019	Beijing and Shanghai Study Tour	P.5-P.6 (4 students)
16/5/2019	Reading Activities	P.3 students
16/5/2019	2D STEM Visit to Science Park	2D students
16/5/2019	Chinese Cultural Visit	4D students
20/5/2019	Joyful Fruit Day	All students
20/5/2019	Chinese Cultural Visit	4E students
22/5/2019	3C STEM Visit to Science Park	3C students
23/5/2019	3A STEM Visit to Science Park	3A students
27/5/2019	Chamber Music Concert	P.4 students
28/5/2019	3D STEM Visit to Science Park	3D students
30/5/2019	Measles, Mumps & Rubella Immunization	P.1 & P.6 students
30/5/2019	Hepatitis B Immunization	P.6 students
10/6/2019	UAP Day Camp	P.4-P.6 (50 students)
14/6/2019-15/6/2019	Cub Scout and Brownies Overnight Camp	P.4-P.6 (41 students)
17/6/2019 19/6/2019	LCU Showcase 2019	All students
21/6/2019	UAP Closing Ceremony	UAP members
26/6/2019	Visit to Elderly Home	5 families
28/6/2019	Graduation Ceremony	P.6 students
2/7/2019-11/7/2019	Post-exam Activities	All students
2/7/2019-11/7/2019	STEAM Exhibition	All students
10/7/2019 (2nd Term)	Prize-giving Day	All students

## 2. Extra-curricular Activities

<b>Steady Groups</b>	
<ol style="list-style-type: none"> <li>1. Cub Scouts</li> <li>2. Brownies</li> <li>3. Junior Dragon Cadets</li> <li>4. Junior Police Call &amp; Community Youth Club</li> <li>5. Cricket Team</li> <li>6. Basketball Team</li> <li>7. Volleyball</li> <li>8. Dragon Dance Group</li> <li>9. Children Dance Group</li> <li>10. African Drum Group</li> <li>11. Choir</li> <li>12. Junior Choir</li> <li>13. Percussion Group</li> </ol>	<ol style="list-style-type: none"> <li>14. Recorder Group</li> <li>15. Ukulele</li> <li>16. Folk Songs</li> <li>17. STEM Learning Group</li> <li>18. E-Learning Group</li> <li>19. STEAM Architects</li> <li>20. Drama Club</li> <li>21. Library Club</li> <li>22. School Reporters</li> <li>23. Leadership Training Group</li> <li>24. Sunny Kids</li> <li>25. Sensory Integration Therapy</li> <li>26. Chinese Interest Group A</li> <li>27. Chinese Interest Group B</li> </ol>
<b>Rotating Groups</b>	
<ol style="list-style-type: none"> <li>1. First Step in STEM</li> <li>2. Innovative Arts</li> <li>3. iKids Learning</li> <li>4. Puppet Theatre</li> <li>5. Ink Painting &amp; Chinese Calligraphy</li> <li>6. Paper Cutting &amp; Table Manners</li> </ol>	<ol style="list-style-type: none"> <li>7. Learning Buddy</li> <li>8. Reading and Library Visit</li> <li>9. Board Games</li> <li>10. Social Stories</li> <li>11. Home Economics</li> </ol>

## 3. Talks

<b>Date</b>	<b>Topic</b>	<b>Participants</b>
22/1/2019 (Tue)	Education Talk on Racial Harmony	P.6 whole level 110
24/1/2019 (Thur)	“The kids on the Block” Puppet Show	P.2+3 whole level 220
18/2/2019 (Mon)	Planning for Future	P.5 whole level 120
21/2/2019 (Thur)	Proper Behaviors on Public Transport	P.4 whole level 120
16/4/2019 (Tue)	Plastic Free Sea	P.6 whole level 110
29/4/2019 (Mon)	Learning with Fun	P.1 whole level 100



## 4. Visits

Date	Venues	Participants
28/9/2018	Hong Kong Convention and Exhibition Centre	P.5
12/10/2018, 24/10/2018	Tuen Mun Eco Park	P.3
19/10/2018, 22/10/2018, 26/10/2018, 29/10/2018	Wetland Park	P.6
25/10/2018	Smart Power Centre	P.4-P.6
20-21/11/2018, 15/2/2019, 20/2/2019, 22/3/2019	Mei Ho House	P.5
23/11/2018	T-Park	Environmental Ambassadors
23/11/2018, 26/11/2018	Hong Kong Heritage Museum	P.2
27-28/11/2018, 15/3/2019, 19/3/2019, 16/4/2019, 16/5/2019, 10/4/2019, 22/5/2019, 23/5/2019, 28/5/2019, 13/12/2018, 17/12/2018, 19/12/2018, 11/3/2019, 13/3/2019, 14/3/2019, 22/3/2019	Science Park	P.1 P.2 P.3 P.4 P.6
27/11/2018, 30/11/2018, 10-11/12/2018, 5/3/2019, 8/3/2019	Hong Kong Science Museum	P.1, 4, 5
13/12/2018	Bamboo Theatre at Yuen Kong Tsuen	P.5
4/1/2019	Hong Kong Museum of History	P.4-P.6
19/1/2019, 26/1/2019	Disneyland	P.1-P.6
2/3/2019	Joyful Reading Carnival at Plaza Hollywood	P.4-P.6 (35 students)
15/3/2019	Victoria Park	P.6 (12 students)
16/11/2018, 23/11/2018, 30/11/2018, 12/4/2019, 3/5/2019, 10/5/2019, 17/5/2019, 24/5/2019, 31/5/2019, 14/6/2019	ECA Library Visit: Po On Road Public Library	P.1-P.3
2/5/2019, 6/5/2019, 9/5/2019, 16/5/2019, 20/5/2019	Ping Shan Heritage Trail	P.4

## 5. Performance

Date	Event	Participants
20/10/2018	PTA AGM	1. Junior Choir 2. Folk Song Group
21/12/2018	Green Christmas Celebration	1. Junior Choir 2. Percussion Group 3. Recorder Group
30/1/2019	Prize-giving Day (First Term)	1. Choir 2. Percussion Group 3. Solo-singing Group
10/7/2019	Prize-giving Day (Second Term)	1. African Drum Group 2. Ukulele Group 3. Recorder Group

## 6. Post Exam Activities

Items of activities	Participants	Time
On-stage Talent Show	P.1-P.6	2/7/2019 to 11/7/2019
Farewell Party	P.1-P.6	
STEAM Exhibition	P.1-P.6	
Stage Quiz	P.1-P.6	
Chinese & General Studies Cross-curricular Project	P.1-P.6	
Mini Concert	P.1-P.6	
Game Quest	P.1-P.6	
Chinese Speaking Activities	P.1-P.6	
English Activities	P.1-P.6	
GS Activities	P.1-P.6	
Fun with iPad	P.1-P.6	
Educational Activities: Reading / I.T. Activities	P.1-P.6	
Juggling Workshop	P.2-P.5	
Educational Talks	P.5-P.6	
Junior Choir Selection	P.1-P.2	
Percussion Group Selection	P.1-P.2	
Choir Selection	P.3-P.5	

Items of activities	Participants	Time
Ukulele Selection	P.3-P.5	2/7/2019 to 11/7/2019
Drama Group Selection	P.3-P.5	
Children Dance Group Selection	P.3-P.5	
Cricket Team Selection	P.3-P.5	
Volleyball Team Selection	P.3-P.5	

## 7. Guidance Programme & Personal Growth Education

A. The Guidance and Counselling Stream provides guidance service for our pupils. The service focuses on remedial, preventive and developmental programmes. Social and developmental programmes are implemented. Preventive and follow-up programmes are carried out in dealing with discipline, behavioural and developmental problems. Team members constantly communicate with parents and professionals so as to foster pupils' personal and social development.

Programme	Level					
	P.1	P.2	P.3	P.4	P.5	P.6
1. Strive for Improvement Programme (SIP)	✓	✓	✓	✓	✓	✓
2. Big Brothers & Big Sisters Programme (BBBS)	✓	✓	✓	✓	✓	✓
3. Understanding Adolescence Programme (UAP)				✓	✓	✓
4. Group Activities	✓	✓	✓	✓	✓	✓
5. Cleanliness Competition	✓	✓	✓	✓	✓	✓
6. Educational Talk/Seminar/Drama	✓	✓	✓	✓	✓	✓
7. Visits and community services	✓	✓	✓	✓	✓	✓

B. Strive for Improvement Programme

The overarching aim of the programme is to foster pupils' personal and social development. There are two purposes. One is to make all pupils understand how well their performance is in the domain of developing positive characters. The second purpose is to recognise those pupils with awards who show good performance in the said domain.

## 8. The Understanding Adolescent Project (UAP)

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

Adhering to the principle of 'compliment, acceptance, and appreciation', our teachers and social workers (from Potential Engine) promote pupils' sense of self-efficacy not only through recognising pupils for their achievements, also by accepting their mistakes and appreciating their efforts to try and improve.

The UAP provides pupils lots of learning opportunities of experiencing, processing, reflecting, and acting such as night walk, group competitions and adventure-based activities. The positive effects of the UAP on pupils, parents and teachers have been evidenced by survey, interview and observation. The programme is found to be effective in improving pupils' abilities on various dimensions including anger management, conflict resolution, problem solving, communication skills, classroom behaviour, belongingness to school, optimism, sense of responsibility and willingness to help others. Similarly, teachers and parents agreed that they had gained better understanding and built up better relationship with the pupils.

The activities were shown as follows:

Item	Name of Activities	P4	P5	P6
A	Orientation	✓	✓	✓
B	Small Group Session	✓	✓	✓
C	Day Camp for pupils	✓	✓	✓
D	Overnight Camp for pupils	✓	✓	✓
E	Parent-child day camp	✓		
F	Parent Workshop	✓		
G	Volunteer Services	✓	✓	✓
H	Closing Ceremony	✓	✓	✓

## 9. After-school Programmes

	<b>Courses and Activities</b>	<b>Participants</b>	<b>Time</b>
Community-based Grant School-based Grant	Tutorial classes	P.1-6	15-10-2018 to 31-5-2019
	Origami	P.1-3	7-3-2019 to 30-5-2019
	Creative cartoon drawing	P.1-3	7-3-2019 to 30-5-2019
	Fun with Art & Craft	P.1-3	7-3-2019 to 30-5-2019
	Magic	P.4-6	7-3-2019 to 30-5-2019
	Harmonica	P.4-6	7-3-2019 to 30-5-2019
	Ukulele	P.4-6	7-3-2019 to 30-5-2019
School-based Grant	Urdu I- Elementary	P.1-3	23-10-2018 to 25-6-2019
	Urdu II- Intermediate	P.4-6	25-10-2018 to 30-5-2019
	Filipino-Beginner	P.1-6	23-10-2018 to 25-6-2019
	Hindi-Beginner	P.1-6	23-10-2018 to 25-6-2019
	Nepali-Beginner	P.1-6	1-3-2019 to 21-6-2019
	Disneyland Learning Trip	P.1-3	16-1-2019 to 21-1-2019
	Disneyland Learning Trip	P.4-6	23-1-2019 to 28-1-2019

## 10. Uniform Groups & Service Groups

<b>Groups</b>	<b>Participants</b>
Brownies	P.4-P.6 (26 pupils)
Cub Scouts	P.1-P.6 (20 pupils)
Sunny Kids	P.4-P.6 (15 pupils)
Health Ambassadors	P.4-P.5 (20 pupils)
Understanding Adolescent Project	P.4-P.6 (50 pupils)
School Prefects	P.4-P.6 (82 pupils)
Library Prefects	P.4-P.6 (30 pupils)
Big Brother and Big Sister Programme	P.4-P.6 (63 pupils)
First Aids Helpers	P.4-P.6 (10 pupils)
School Bus Prefects	P.4-P.6 (13 pupils)
CYC	P.1-P.6 (All pupils)
JPC	P.4-P.6 (16 pupils)

## **11. Moral and National Education (MNE)**

### **A. New School-based MNE Curriculum**

In 2018/2019 school year, the school-based moral and national education curriculum was implemented in full scale. A set of learning materials was devised to foster students' positive development. The topics covered include a) Responsibility b) Perseverance c) Commitment d) Love and Care e) Honesty and f) Respect. The learning materials were designed to equip pupils with an analytical mind, foster moral reasoning, trigger discussion and induce reflection.

In the process, tremendous effort was put in modifying and fine-tuning the learning materials. The curriculum was incorporated into the Strive for Improvement Programme (SIP) which was carried out by the joint effort of the Student Guidance Personnel and class teachers.

On the whole, pupils showed improvement regarding living habits, learning attitude, interpersonal skills as well as intrapersonal skills through participating in the learning activities.

With reference to the data in the end-of-term evaluation form, all of teachers agreed that the SIP lessons, in which Moral and National Education was incorporated, helped pupils to develop positive characters. Most of the pupils could behave according to the foci of SIP.

### **B. 2-day Study Tour**

35 P.5 pupils joined a 2-day study tour to the Mainland with a focus on visiting the historic relics of 1911 Revolution and Dr. Sun Yat-sen.

On Day 1, the pupils visited the Former Site of Whampoa Military Academy and 1911 Revolution Memorial Museum.

On Day 2, they visited the Memorial Museum of Generalissimo Sun Yat-sen's Mansion, Dr Sun Yat-sen Memorial Hall and Huanghuagang Park.

From the survey collected after the study tour, all pupils agreed that the visits to these historic relics had helped them understand the important life events of Dr. Sun Yat-sen and know more about the rationale behind the 1911 Revolution and Dr Sun's great contributions to China.

## 12. Evaluation of Support Services to Students with SEN

Strategy	Level involved	Effectiveness	The way forward
Remedial teaching	P.3 – P.6	<ul style="list-style-type: none"> <li>❖ catering for students’ individual differences</li> <li>❖ meeting the learning needs of participants</li> <li>❖ bridging the curriculum gaps of the participants</li> <li>❖ fostering students’ academic improvement</li> </ul>	<ul style="list-style-type: none"> <li>❖ To better meet the learning needs of low achievers and SEN students, teachers are encouraged to partake in teacher training programs to equip themselves with effective pedagogy.</li> </ul>
Academic intervention program – Do My Best	P.1-6	<ul style="list-style-type: none"> <li>❖ providing additional academic support for the participants in the subjects of Chinese Language during integrated lessons</li> <li>❖ building the ground work for study</li> </ul>	<ul style="list-style-type: none"> <li>❖ Adaptation to the common core curriculum and designing appropriate learning materials for the students are strongly requested since tailor-made learning materials can better the foundation of the students.</li> <li>❖ Chinese Language should be dealt with continuously in the program as students are very weak in this area.</li> </ul>
Graded worksheets	P.1 – P.6	<ul style="list-style-type: none"> <li>❖ better catering for students’ learning needs</li> <li>❖ bridging students’ curriculum gap</li> <li>❖ stretching students’ potential</li> </ul>	<ul style="list-style-type: none"> <li>❖ It is suggested that teachers should articulate clearly among themselves for learning needs of students prior to setting the worksheets.</li> </ul>



Strategy	Level involved	Effectiveness	The way forward
Group program – sensory integration (New Horizons Development Centre)	P.1-6 (9/10 – 13/12, 19/2 – 9/4)	❖ better catering for students’ developmental needs	❖ Similar service could be encouraged for the students with SEN to bridge their curriculum gaps.
Speech Therapy Programme (Speech Support Centre)	P.1 – P.6 (9/2018 to 7/2019)	<ul style="list-style-type: none"> <li>❖ enhancing students’ receptive knowledge on categorical and convergent thinking</li> <li>❖ helping the students to tell simple stories and their own experience with more variety of connectives and richer content</li> <li>❖ improving students’ ability to make inferences</li> <li>❖ bolstering students’ sequential skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers should be reminded to nominate needy students at the end of the academic year so as to allow early intervention to take place.</li> <li>❖ The ST should be encouraged to communicate more frequently with the school personnel so as to allow school personnel to have a clearer picture of the students’ progress.</li> </ul>
Collaboration with special schools	P.1	<ul style="list-style-type: none"> <li>❖ enhancing understanding of students’ learning difficulties</li> <li>❖ improving the pedagogy and strategies to meet students’ learning needs</li> </ul>	❖ The personnel concerned are encouraged to communicate with one another about the learning difficulties and learning needs of the students more frequently so as to enhance teaching and learning effectiveness.

Strategy	Level involved	Effectiveness	The way forward
School-based Educational Psychology Service	P.1 -6	<ul style="list-style-type: none"> <li>❖ providing professional support to school in the early identification of at risk students as well as the appropriate interventions for them</li> <li>❖ providing professional support to schools in adopting a 3-Tier Support Model to cater for students' diverse educational needs</li> <li>❖ catering SEN students' need through assessment, counselling and guidance services</li> <li>❖ promoting home-school co-operation through parent's meeting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers should be reminded to nominate students at risk in the beginning of the academic year so as to allow early intervention to take place.</li> <li>❖ The EP should be encouraged to communicate more frequently with the class teachers so as to allow teachers to have a clearer picture of the students' progress.</li> </ul>
Speech and Hearing Section	P.3 & P.4	<ul style="list-style-type: none"> <li>❖ Providing professional support and consultation to school having children with hearing impairment</li> <li>❖ Providing training and counselling to school personnel and students with hearing impairment through meetings</li> </ul>	<ul style="list-style-type: none"> <li>❖ It is suggested that the personnel from the section could communicate with the parents to promote home-school cooperation and help parents to understand the needs of their children.</li> </ul>

## IV. Student Performance

### 1. Scholarships

Name of Scholarship	Organization	Details of Scholarship	Awardee
徐美琪助學金 (Tsui Mei Ki Scholarship)	香港潮人深水埗 同鄉會 (Hong Kong Chaoren Shamshuipo Clans Association Limited)	\$2000	4A (8) GURUNG OSHIN
徐美琪傑出才藝獎 (Tsui Mei Ki Talent Award)			6A (25) RIVERA ANDREI MANGILIMAN
			5A (22) PURJA PUN YUG

### 2. Pupils' Physical Development

Physical fitness is important for all children. The School Physical Fitness Award Scheme has been implemented to promote our pupils' physical well-being of all the pupils.

The School Physical Fitness Award Scheme aims at promoting the awareness of health-related fitness among pupils and encouraging them to participate in regular exercises. Primary Three to Primary Six pupils join the Scheme every year. Participating pupils are required to take physical fitness tests at least once each school year. If their results in the tests reach the required levels, they will be awarded a gold, silver or bronze certificate.

Results of the tests are not going to be used to predict the future performance of individual pupils in sports. However, we can derive the norms from the test results of our pupils and compare them with those of the other schools. Then, we may have a clear picture of the physical fitness level of our pupils. We may use the results to plan suitable physical activities for pupils in PE lessons or Extra-curricular activity lessons.

Items tested include:

1. Bent-knee Sit-ups (muscular endurance)
2. Sit-and-reach (flexibility)
3. Endurance Run / Walk (cardiovascular endurance)
4. Handgrip (muscular strength)

Results of the school year 2018-2019:

Total score	Award	Percentage
16 points or above	gold	10.82%
13-15 points	silver	23.59%
10-12 points	bronze	32.47%

Analysis of results:

1. In total, 462 pupils joined the scheme. 50 pupils got gold awards, 109 pupils got silver awards and 150 pupils got a bronze award. 153 pupils who joined the scheme did not get any awards. This shows that they are not really fit enough physically.
2. More than 65% of pupils are able to get awards of this programme. It shows that the performance of the pupils has improved.
3. Programmes boosting lifelong participation in sport should be carried out.

### 3. Inter-school Events and Awards

Subject	Category	No. of Participants	Events/Items of activities	Awards
<b>English</b>	Verse Speaking	39	70 <sup>th</sup> Hong Kong Schools Speech Festival ●English Solo Verse Speaking	<ul style="list-style-type: none"> <li>● 2nd place: 2</li> <li>● 3rd place: 3</li> <li>● Certificate of Proficiency: 1</li> <li>● Certificate of Merit: 33</li> </ul>
	Drama	22	Hong Kong School Drama Festival	<ul style="list-style-type: none"> <li>● Award for Outstanding Cooperation</li> <li>● Award for Outstanding Director</li> <li>● Award for Outstanding Stage Effect</li> <li>● Award for Outstanding Performer: 3</li> </ul>
<b>Chinese</b>	中文朗誦比賽	20	《第 70 屆香港校際朗誦節—中文朗誦比賽》	<ul style="list-style-type: none"> <li>● Certificate of Proficiency: 9</li> <li>● Certificate of Merit: 7</li> </ul>

<b>Subject</b>	<b>Category</b>	<b>No. of Participants</b>	<b>Events/Items of activities</b>	<b>Awards</b>
<b>Putonghua</b>	中文朗誦比賽	1	《第 70 屆香港校際朗誦節—中文朗誦比賽》	● Certificate of Merit: 1
<b>Music</b>	Choir	14	The 18 <sup>th</sup> Hong Kong Inter-Primary School English Folk Song Group Singing Contest	● Group first runner-up
	Solo Singing	5	71 <sup>st</sup> Hong Kong Schools Music Festival – Solo Singing	● Certificate of Proficiency: 1 ● Certificate of Merit: 4
	Zheng Solo Junior	1	71 <sup>st</sup> Hong Kong Schools Music Festival – Zheng Solo Junior	● Certificate of Proficiency: 1
	Junior Choir	37	71 <sup>st</sup> Hong Kong Schools Music Festival – Junior Choir	● Certificate of Merit
	Choir	57	71 <sup>st</sup> Hong Kong Schools Music Festival –Choir	● Certificate of Merit

<b>Subject</b>	<b>Category</b>	<b>No. of Participants</b>	<b>Events/Items of activities</b>	<b>Awards</b>
<b>PE</b>	Athletic	33	Kowloon West Area Inter-Primary Schools Athletic Competition	<ul style="list-style-type: none"> <li>● Boys C Grade 60m running - Gold Medal:1</li> <li>● Girls A Grade softball throw –Bronze Medal: 1</li> <li>● Boys A Grade softball throw - Gold Medal: 1</li> </ul>
		2	21 <sup>st</sup> All Hong Kong Inter-Area Primary Schools Athletic Competition 2018-2019	<ul style="list-style-type: none"> <li>● Boys C Grade 60m – 1st Position:1</li> <li>● Boys A Grade Softball – 2nd Position:1</li> </ul>
	Cricket	10	Hong Kong Primary Schools Playground League 2018-19	<ul style="list-style-type: none"> <li>● Champion in Division II</li> <li>● 1st runner-up in Division I</li> </ul>
	Basketball	14	Kowloon West Area Inter-Primary Schools Basketball Competition	/
	Volleyball	14	Kowloon West Area Inter-Primary Schools Volleyball Competition	/
	Soccer	16	Kowloon West Area Inter-Primary Schools Soccer Competition	/

<b>Subject</b>	<b>Category</b>	<b>No. of Participants</b>	<b>Events/Items of activities</b>	<b>Awards</b>
<b>IT</b>		9	Hong Kong Robofest Roboparade Competition 2019	<ul style="list-style-type: none"> <li>● First Prize: 3</li> <li>● Second Prize:3</li> <li>● Recognition Award: 3</li> </ul>
		3	Lego Boost Competition 2019	<ul style="list-style-type: none"> <li>● 1st runner-up (First round);</li> <li>2nd runner-up (Finals)</li> </ul>
<b>STEM</b>		5	KHUST Underwater Robot Competition 2019	<ul style="list-style-type: none"> <li>● Certificate of Merit</li> </ul>
<b>VA</b>		12	Jockey Club Student Drawing Competition – Hong Kong Flower Show 2019	/
<b>Others</b>		16	China’s 40-Year Reform and Opening-up Project Learning Award Scheme	<ul style="list-style-type: none"> <li>● Champion (Primary)</li> </ul>

#### 4. 2017-2019 Secondary School Places Allocation (SSPA)

##### A. Choices of schools for pupils who joined SSPA

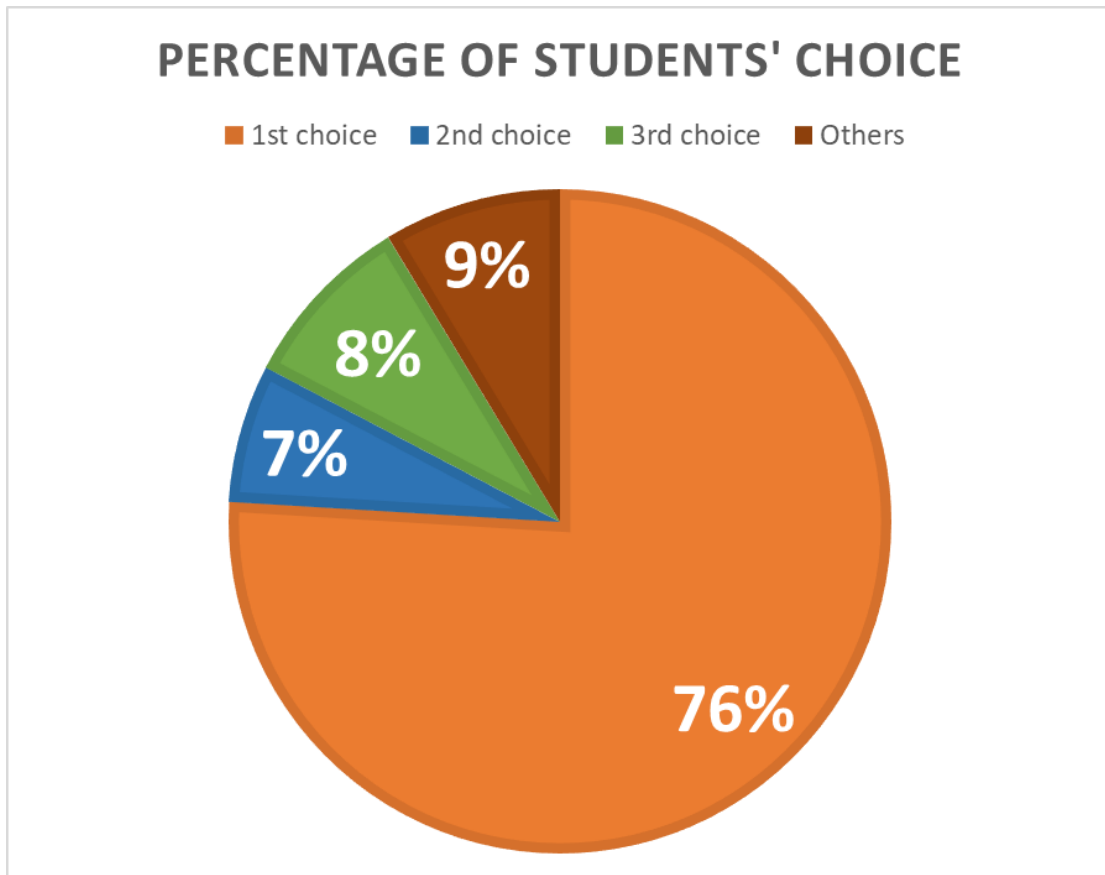
Name of school	No. of Pupils
Sir Ellis Kadoorie Secondary School (West Kowloon)	52
Salesians Of Don Bosco Ng Siu Mui Secondary School	2
Maryknoll Fathers' School	16
Sha Tin Government Secondary School	1
La Salle College	13
True Light Girls' College	7
The Church of Christ in China Ming Kei College	4
Islamic Kasim Tuet Memorial College	15
HKSYC & IA Wong Tai Shan Memorial College	3
Po Leung Kuk Tong Nai Kan Junior Secondary College	7
The Methodist Lee Wai Lee College	1
Pope Paul VI College	8
Queen Elizabeth School	17
Lock Tao Secondary School	2
Hoi Ping Chamber of Commerce Secondary School	2



## B. 2017-2019 SSPA Result

### i. Percentage of SSPA Result

#### Pending



## ii. SSPA Result (by school)

School Name
La Salle College
Queen Elizabeth School
Maryknoll Fathers' School
Kowloon True Light School
HKMA David Li Kwok Po College
Hoi Ping Chamber of Commerce Secondary School
Cheung Sha Wan Catholic Secondary School
Po Leung Kuk Tong Nai Kan Junior Secondary College
Pope Paul VI College
CCC Kei Long College
CCC Kei Yuen Catholic College
Jockey Club Ti-I College
Law Ting Pong Secondary School
Sir Ellis Kadoorie Secondary School (West Kowloon)
Po Leung Kuk Ngan Po Ling College
Chan Shu Kui Memorial School
Tack Ching Girls' Secondary School
Islamic Kasim Tuet Memorial College
Tai Po Sam Yuk Secondary School
Concordia Lutheran School (North Point)
Caritas St Joseph Secondary School
Salesians of Don Bosco Ng Siu Mui Secondary School
Lock Tao Secondary School
Kowloon Technical School
China Holiness College
SKH All Saints' Middle School
Buddhist Tai Hung College
Ho Dao College (SPSD by Sik Sik Yuen)
YPI&CI Lee Lim Ming College
HKWMA Chu Shek Lun Secondary School
Caritas Tuen Mun Marden Foundation Secondary School
Delia Memorial School (Glee Path)
Delia Memorial School (Hip Wo)
Delia Memorial School (Broadway)

## **V. Achievements and Reflections on Major Concerns**

### **Major Concern 1: Nurturing students' innovative spirit**

#### Achievement

Over the last year, concerted efforts have been made to nurture students' innovative spirit. First, solution-based learning tasks were designed to inspire pupils' creativity and innovation. According to the data in a survey, about 80% of the students agreed that the tasks were thought-provoking. Students were involved in deep thinking for solutions to different problems. Besides, learning and teaching was supported by various new technological products including 3D Printer and Scanner, VR, drone, micro:bit and robotics. Teachers found that students' motivation to learn was highly enhanced. Students were fascinated with the gadgets especially exploring different scenarios with VR headsets. According to lesson observation, most teachers designed their lessons with different interactive apps such as Padlet, Nearpod, Explain Everything, EduVenture, Lego WeDo, Lego MindStorm, Spark video and Google classroom. Students participated actively in class and learning became very enjoyable.

Our Project-based Learning Program also added strengths to excite students' innovation. Students were guided to define their problems, generate ideas, test their solutions and finally make their own products. From our review on the students' STEAM diary, we found that students tried to solve daily life problems with practical solutions and innovative designs. Some students were able to integrate and apply their tech skills such as coding, robotics and various Apps to find their solutions through investigation and discussion with classmates. About 85% of the teachers agreed that students learned from failures and mistakes and that their innovative spirit was also fostered.

To extend the exposure of our students to new technologies from around the world, STEM events or STEM-related visits were also arranged for each level.

According to the data in a survey, 85% of the teachers agreed that visits such as Innotech Expo 2018 and Science Explorers were eye-opening to our students. They were excited to see or even try different new technologies. The visits were extremely fruitful.

To make STEM Education available to all, some STEM-focused extra-curricular activities such as 'First Step in STEM', 'iKids Learning', 'Innovative Arts' and 'STEAM Architects' were implemented. All students took turn to these STEM classes. Students were encouraged to take on STEM subjects in a fun and stress-free way.

To unleash the creativity of our students, we encouraged our students to participate in some inter-school competitions. Our STEM elite group students participated in three competitions last year. We are glad that some of our students were awarded prizes. Teachers found that the competitions not only broadened students' horizon, but also enhanced their collaborative skills. They were able to integrate and apply their tech skills to create their own products. Students were proud to present their learning outcomes in the peer sharing.

To prepare our teachers for implementing STEM Education, we arranged School-based Teacher Professional Development Program. About 85% of the teachers agreed that the in-house sharing and workshops like Design Thinking, VR or Marty Robot on Teachers' Professional Development Program were useful. In addition, we sent some of our teachers to attend workshops and seminars offered by EDB. We found that sharing and knowledge transfer was very often established in the staff meetings and co-planning meetings. Sharing culture has been set up and our teachers are following the steps to implement STEM Education. From the lessons observed, it was found that over 85% of the teachers had applied modern technologies in the lessons.

## Reflection

To build on the strengths of our last year experience, we would optimize our strategies as follows:

1. Review all learning tasks with highlights on inspiring innovation
2. Add artificial intelligence elements to provide students with opportunities to amplify their learning potential
3. Implement a multidisciplinary approach STEM program which relates concepts of different subjects together. The program consists of hands-on activities, project work, and out-of-classroom experiential learning activities that allow them to integrate and apply the knowledge and skills they learn in different subjects
4. Scientific investigation would be implemented to let students investigate solutions to open questions. Students would learn by doing, moving beyond general curiosity into the realms of critical thinking and understanding.
5. Out-of-classroom experiential learning activities would be launched to encourage deep learning. Students would be put into a real world situation to practise the knowledge and skills that they have theorized about from behind their desks in the classroom.
6. Students would be encouraged to participate in competitions, both local or overseas, to widen their exposure.
7. As our assembly hall has just been renovated, a brand new i-Theatre would be introduced. Inspiring video clips or movies about new technologies from around the world would be broadcasted to motivate the students.

To enable students to meet the challenges in the 21st century and nurturing

## **Major Concern 2: Harmony in Diversity**

### Achievement

To evaluate the effectiveness of the strategies for implementing the major concern, surveys with teachers, students and parents as respondents had been conducted.

Targeting at fostering understanding and respect for different ethnic groups, the school-based moral and civic education program which comprised of Strive for Improvement Program (SIP) and educational talks was implemented. All teachers agreed that the program was effective in promoting respect and understanding for different ethnic groups among students. Aiming at meeting students' developmental and learning needs, SIP curriculum was enhanced. With the modification, all students welcomed the talks, sharing, role-play, video broadcast, discussions on daily life experiences and educational talks. All teachers found that SIP could facilitate students' personal growth through the various activities. Furthermore, social issues and news related to the foci of SIP were raised for discussion to enhance students' awareness of world issues and widen their horizons.

To strengthen SIP curriculum, thematic talks, exhibitions and educational excursion were arranged. The five-minute thematic talks were delivered in morning assemblies. 91% of students agreed that the talks, exhibitions and educational excursion helped them to understand more about other ethnic groups. All students liked the content – role plays and sharing – conducted by students. Teachers noticed that they were attentive to the content. The talks could successfully develop pupils' different core values. Moreover, the exhibitions and education excursion allowed students to know more about the community they live in and provided them with opportunities to understand how different ethnic groups could get along well with one another.

The whole-school approach program which included Apple of My Eyes and Cleanliness Competition also came into play. With reference to the foci of SIP, Apple of My Eyes Award was launched to reinforce students' learning. Through participating in Cleanliness Competition, students enhanced their personal hygiene and improved the cleanliness of the school environment. 91% of students fulfilled the requirements of the program. This demonstrated students' endeavour to respect and care for one another.

Play-based activities such as Chinese interest classes which included in-class learning and outdoor activities, playing board games and listening to social stories were organized to help students to know more about characteristics of different ethnic groups and foster their communication skills. 88% of participated students showed respect and understanding for other ethnic groups after attending the activities which emphasised on the uniqueness of various ethnicities.

Apart from the Chinese interest classes, during integrated lessons and after school hours, various language classes were also provided to enhance students' understanding of different ethnicities. These classes included Urdu, Hindi, Nepali, Filipino Language and Putonghua. All participated students showed their understanding of the languages and cultures of other ethnic groups through participating in these classes.

To enable students to recognize and understand different cultures and traditions of various ethnicities, Cultural Day was held. 88% of students showed their understanding of the languages and cultures of other ethnic groups after partaking in activities on Cultural Day. The activities were able to provide opportunities for students to learn to respect different cultures around the world. Furthermore, students also understand more about Chinese culture. This had helped them to integrate more comfortably and easily into the local community.

In terms of enhancing cooperation, complementary and integration into the local community, visits, workshops and community services had been arranged. Students were able to visit a variety of local facilities and act as volunteers for charity organizations as well as elderly homes. 89% of participated students engaged

themselves actively in the activities. It was found that the activities were effective in encouraging interaction between students and the local community.

Aiming at offering participants knowledge of Chinese culture, study tours to Mainland China were organised. Participated students had opportunities to visit Guangzhou, Beijing and Shanghai. All the students agreed that the tours helped them understand more about the history, culture and recent development of China. This in turn facilitated them to integrate into the local community.

To help newcomers to adapt to the new school environment, Mentorship Program was implemented. Newcomers of various levels were matched up with mentors of the same ethnic group to ensure easy adaptation. Mentors helped their mentees with schoolwork and make friends with classmates and schoolmates. All participants agreed that the programme was effective in assisting them to understand the local school system and integrate into the local community.

The school possessed the ideal of parents as partners. Therefore, parent education was provided to help parents to assist their kids to adjust to everyday demands of their regular classrooms, playgrounds and at home through implementation of school-based parent education program. The program included subject series, interest groups and parenting skills. 95% of participated parents agreed that the program was effective in helping them to know more about the local school system and to integrate into the local community.

To identify and address students' individual developmental and educational needs, liaison and counselling services were provided to needy students. For allowing professional analysis of pupils' developmental needs, level discipline meetings were carried out. All teachers agreed that the support from the meetings was effective for them to handle different kinds of cases such as misbehaviour, maladjustment as well as social and family problems.

Furthermore, all teachers concurred that those at-risk pupils were taken good care of through Angel Teacher Program. The students gained valuable advice on handling different sources of stress such as their emotions and relations with others.



As a result, they made improvement.

As the above programs were effective in developing students' positive character, they would be continued in the coming year.

### Reflection

Hong Kong embraces cultural diversity. Reducing segregation and enhancing understanding among ethnic minorities are vital to achieve harmony in our community. The school is committed to providing opportunities for students and parents to get involved in our local community to enhance their sense of belonging. Simultaneously, it is anticipated to foster mutual understanding among ethnic groups.

To foster understanding and respect for different ethnic groups, Strive for Improvement Program (SIP) – incorporating personal growth education, moral and civic education, environment education, life education, health education and sex education – will be implemented. The whole-school approach program, Apple of My Eyes Award Scheme, which encourages students' efforts in pursuing the foci of SIP, will also be launched.

In addition, thematic talks, educational excursion, play-based activities including sensory integration therapy, social stories, board games and Chinese interest classes as well as after-school culture and language interest groups – Urdu, Hindi, Filipino, Nepali and Putonghua – have been proven effective in nurturing students' mutual respect and understanding. Therefore, these activities will be brought into play.

With reference to enhance cooperation, complementary and integration into the local community, community services, visits and workshops as well as study tour to Mainland China will be carried out to boost positive interaction among students and various sectors of the local community.

Furthermore, to help students with difficulty adjusting to everyday demands of their regular classrooms, playgrounds and at home, Mentorship Program and school-based parent education program, liaison and counselling services, Angel Teacher Program, level meetings and case sharing will be organized.

Through participating in various activities, students and their parents are anticipated to interact more effectively with people from all walks of life and become more engaged in the community as responsible and active citizens. Meanwhile, mutual understanding and respect among our students as well as their parents and the community could be enhanced.

## **VI Key Issues of Annual School Plan 2019 – 2020**

### **Major Concern 1: To nurture students' innovative spirit**

Target 1: To offer solution-based challenges to student KLAs inspiring critical thinking and real-world application

Strategy 1: optimize the learning tasks with highlights on inspiring innovation

Strategy 2: provide learning and teaching resources

Strategy 3: implement a multidisciplinary approach STEM program which uses a theme that appears in different KLAs during the same period to draw connections among subjects

Target 2: To launch Project-Based Learning engaging students in deep thinking while connecting their learning across disciplines to the world around them

Strategy 1: nurture tech skills such as coding, robotics, use of AI and a variety of Apps to bring ideas to life

Strategy 2: implement scientific investigations in STEAM project which allows pupils to integrate and apply their knowledge and skills to solve problems

Target 3: To build a culture of innovation

Strategy 1: out-of-classroom experiential learning activities

Strategy 2: inter-school competitions

Strategy 3: school-based activity

- i. i-Theatre
- ii. STEM in ECA
- iii. STEM Day
- iv. After-school STEM Elite Training teams
- v. School-based competition

Strategy 4: peer sharing

Target 4: To enhance teachers' professional development

Strategy 1: professional sharing on design of cross-curricular STEM module

Strategy 2: application of modern technology in teaching

## **Major Concern 2: To promote harmony in diversity**

Target 1: To foster understanding and respect for different ethnic groups

Strategy 1: implement “Strive for Improvement” Program

- i. Personal Growth Education
- ii. Moral and Civic Education
- iii. Environment Education
- iv. Life Education
- v. Health Education
- vi. Sex Education

Strategy 2: implement whole-school approach program

- i. Apple of My Eyes

Strategy 3: thematic talks and exhibitions

Strategy 4: education excursion

Strategy 5: play-based activities

- i. Sensory Integration Therapy
- ii. Social Stories
- iii. Board Games
- iv. Chinese Interest Classes

Strategy 6: after-school culture and language interest groups

- i. Urdu
- ii. Hindi
- iii. Filipino
- iv. Nepali
- v. Putonghua

Target 2: To enhance cooperation, complementarity and integration into the local Community

Strategy 1: participating community services

Strategy 2: visits and workshops

Strategy 3: study tour to mainland China

Strategy 4: mentorship program

Strategy 5: school-based parent education program

Strategy 6: liaison and counselling services

Strategy 7: Angel Teacher program

Strategy 8: Level meeting and case sharing