



LI CHENG UK  
GOVERNMENT PRIMARY SCHOOL

# ANNUAL SCHOOL REPORT 2016 - 2017



Address: 43 Tonkin Street, Sham Shui Po, Hong Kong  
Telephone: 2386 8049 Website: [www.lcu.edu.hk](http://www.lcu.edu.hk)

**Li Cheng Uk Government Primary School**  
**Annual School Report 2016-2017**

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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.

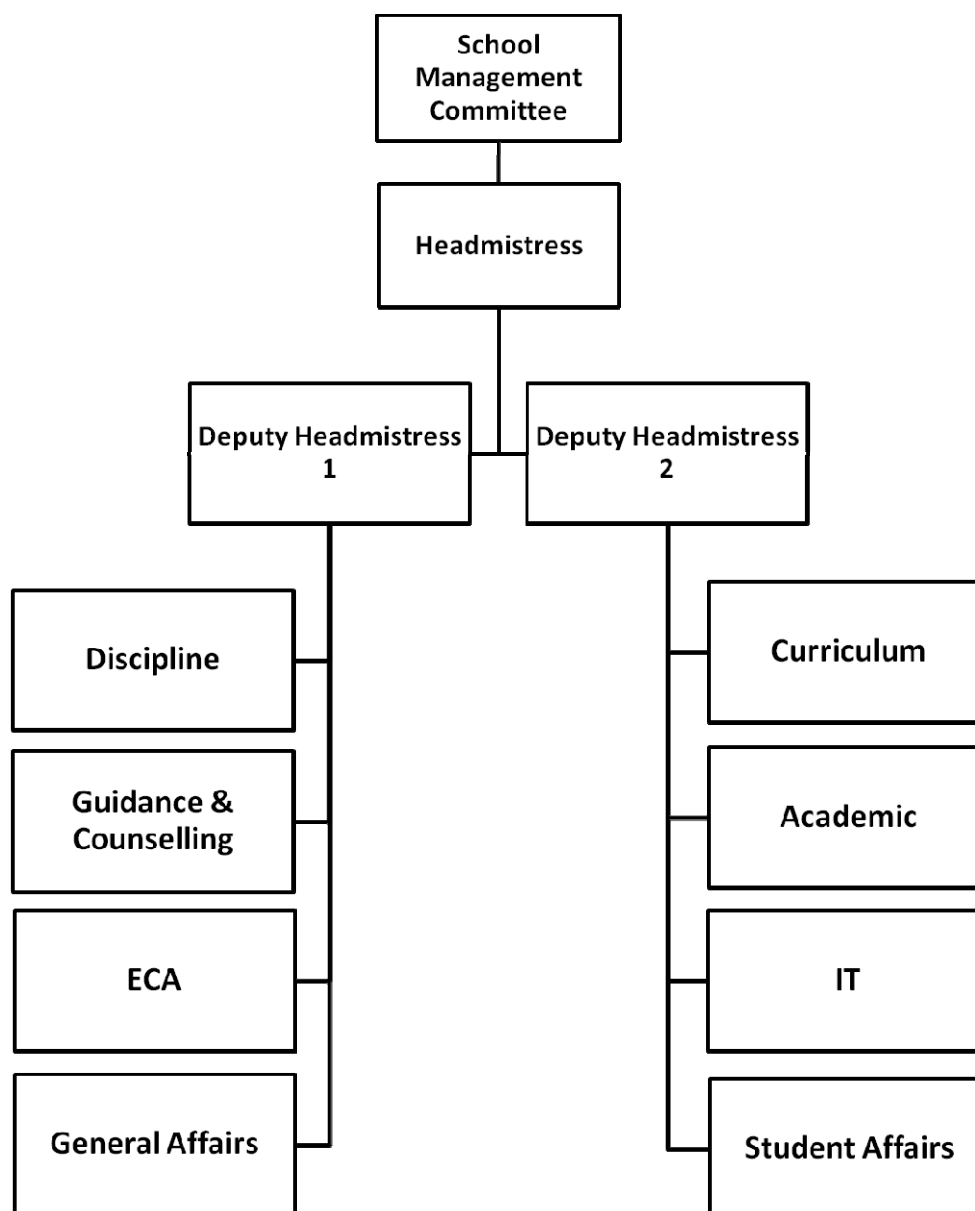
## 3. School Management

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. LEE Sha-lun, Sheridan
School Headmistress	Ms. HO Mei-lin
Parent Managers	Mr. MOHAMMAD Shoaib Mrs. Ameena KHANDAKER Rimi
Teacher Managers	Ms. LEE Kwong-yung Mr. SIU Hoi-chee
Community Member	Ms. ZAHOOR Socorro C.

## 4. School Organization



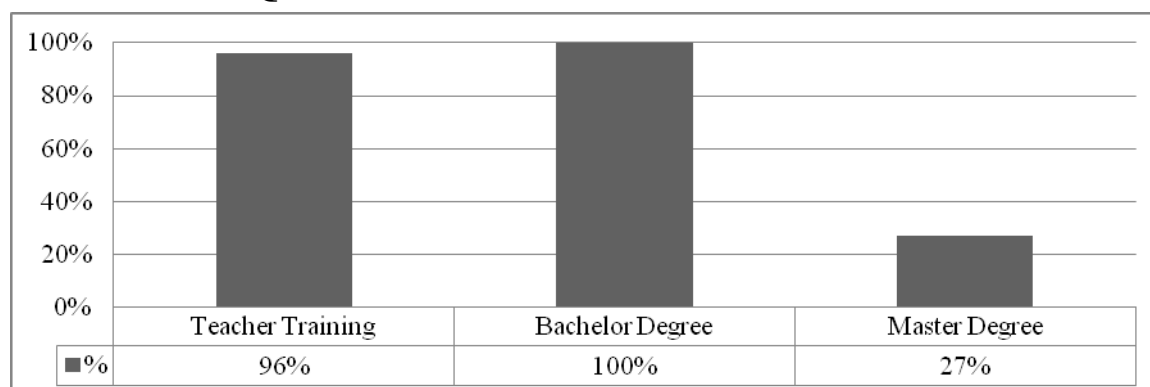
## 5. Staff Establishment

52 Teaching Staff	1 Headmistress, 2 Deputy Heads, 8 Senior Teachers, 1 Librarian, 1 Student Guidance Personnel, 1 NET & 38 Teachers
8 Support Staff	1 TSS, 1 SAA & 6 TAs
15 Clerical Staff and Janitors	1 ACO, 3 CAs, 1GC, 5 WMs & 5 Janitors

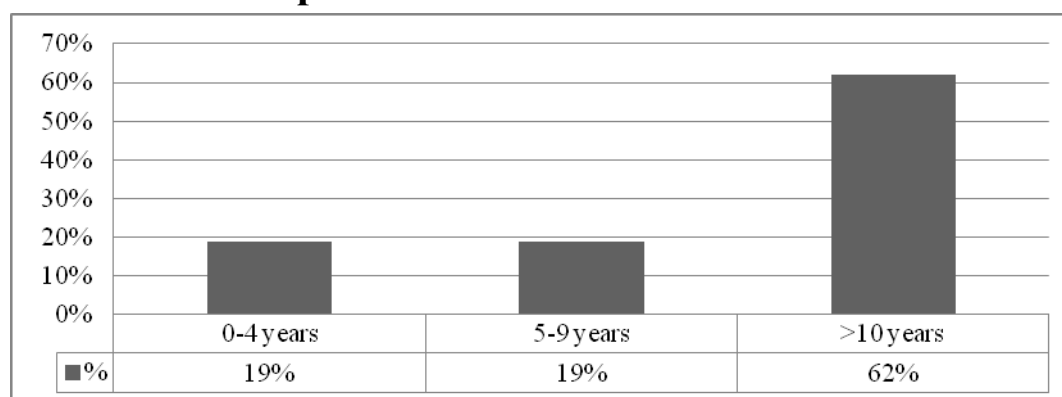
## 6. Staff List

Rank	Name	Title	Rank	Name	Title
HM	HO Mei-lin	Headmistress	APSM	SUNG Wai-ling	3D
SPSM/DH1	HO Shiu-fun	Administration Support	CM	YIP Kuk-heung	3E
Ag. SPSM/DH2	LEE Kwong-yung	Administration Support	CM	CHUI Ming-pui	2A
PSM/CD	YIP Heung-wing	Curriculum Development	APSM	CHEUNG Lok-ka	2B
PSM	CHEUNG Kit-yu	Academic	CM	CHOW Ka-yee	2C
PSM	WONG Siu-wo	Discipline	CM	CHAN Ngan-ming	2D
PSM	LEUNG Tak-ting	Guidance & Counselling	CM	CHAN Ka-yi	2E
PSM	SIU Hoi-chee	IT	APSM	LAU Hiu-wai	1A
PSM	LAI Susana	Student Affairs	CM	CHAN Lai-chu	1B
PSM	CHAK Mei-chun	ECA	CM	KWOK Wing-yiu	1C
Ag. AM	WONG Wing-sze	General Affairs	CM	CHOI Sze-wan	1D
APSM	CHAN Ching-wai	6A	CM	YAU Shuk-ling	Librarian
APSM	SIN Kit-ying	6B	CM	Aisha	NCT
APSM	TSANG Yuen-wah	6C1	CM	Fehmida	NCT
CM	YAU Man-yiu	6C2	APSM	CHENG Ka-yi	NCT
APSM	YEUNG Man-yeek	5A	CM	CHIU Sui-chun	NCT
APSM	WOO Hoi-ling	5B	APSM	CHAN Miu-har /Lee Wai-chee	NCT
CM	NG Ka-ho	5C	APSM	WONG Yuen-kwan	NCT
APSM	HUNG Yin-yeek	5D	CM	LAU Tat-kin	NCT
APSM	CHAN Yuk-wah	4A	CM	LAW Hi-yan	NCT
APSM	FUNG Suk-fan	4B	CM	MOK Wing-yan	NCT
CM	WONG Mui-lai	4C	CM	CHAN Nim-yi	NCT
CM	LAW Tsun-kit	4D	APSM	PONG Hoi-yan	NCT
APSM	LUI Sze-wan	3A	CM	CHUNG Long-sai	NCT
CM	HO Yau-choi	3B	--	Bernard King	NET
CM	Devneer	3C	--	SUNG Yi-tim	SGP

## 7. Teachers' Qualification



## 8. Teachers' Experience



## 9. Teachers' Professional Development

At Li Cheng Uk Government Primary School, the professional development of all staff is a crucial undertaking that is designed for educators to nurture current skills and to promote new pedagogies in order to maximize pupils' learning outcomes. Delivery of relevant professional development may take the form of on-site Staff Development Days with in-house sharing, presentations from knowledgeable guest speakers, visits to other learning communities, attendance at off-campus courses and workshops. Teachers who have gained valuable insight through any of these medium are encouraged to share their findings, opinions and strategies with the entire staff. Additionally, the school has equipped and refined the education process by arranging co-planning and co-teaching sessions in which colleagues learn from one another. To assist new teachers in becoming competent and effective professionals in the classroom, induction and mentoring programmes have been established and maintained throughout the year.

Date	Theme
<b><i>Staff Development Days</i></b>	
25/1/2017 (Fri)	Joint-school Teachers Professional Development Programme
2/5/2017 (Tue)	AM: Evaluation of Annual School Plan 2016-2017 PM: Discussion on “School Policy and Procedure Manual”
19/5/2017 (Fri)	AM: Writing of school plans 2017-2018 PM: Visit to SKH Kei Oi Primary School – E-learning in Practice
<b><i>Professional Sharing</i></b>	
9/2016 -7/2017	Chin/Eng/Math/GS Co-planning Meetings
9/2016 -7/2017	School-based Support for P.4 Maths Co-planning
9/2016 -7/2017	Maths Learning Circle
30/9/2016 (Fri)	STEM Workshop
12/10/2016(Wed)	Review on school-based GS curriculum & Thematic Talk on SCT
2/11/2016 (Wed)	Co-planning with HKU Scholars on teaching electricity with SCT skills and e-learning elements
23/11/2016 (Wed)	Co-planning with HKU Scholars on teaching electricity with SCT skills and e-learning elements
7/12/2016 (Wed)	Lesson Observation on SCT skills, e-learning skills and student self-evaluation
16/12/2016 (Fri)	Incorporation of critical thinking in GS curriculum Thematic Talk on Critical Thinking Maths Workshop on Problem Solving
10/1/2017 (Tue)	Seminar on Basic Law
13/1/2017 (Fri)	English Workshop on Space Town (NET)
20/1/2017 (Fri)	Chinese Workshop on Writing for Lower Primary Pupils (初小寫作)
24/2/2017 (Fri)	Speech Problems
8/3/2017 (Wed)	Chrome/ Google Classroom Workshop
7/4/2017 (Fri)	STEM Education in Practice
13/6/2017 (Tue)	Teachers’ Professional Sharing: Self-directed learning / Middle Management
16/6/2017 (Wed)	Thematic Talk on e-learning (STEM Education)

## 10. Communication with Parents

The school communicated with parents through different channels such as school circulars and notices, School Newsletters, PTA Newsletters, student handbook and school website. By holding Parents’ Day, 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, Prize-giving Day, Parent-child Educational Games Quest, Games Day, 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.



## 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	Mr Edilberto C. Billones	-----
Vice-chairperson	Ms Zahoor Socorro Casas	Ms HO Shiu-fun
Secretary	Mrs Ameena Khandaker Rimi	Ms Devneer
Treasurer	Mr Omar Shahnawaz	Ms YAU Shuk-ling
Welfare and Activities Coordinator	Mr Bernard Hutabarat	Mr YAU Man-yiu
	Mr Muhammed Backer	Ms Kwok Wing-yiu
Liaison Officer	Ms Lau Wan Yu	Ms SUNG Yi-tim
		Ms Chui Ming-pui

### Connection with parents / Parent Education

Date	Events
29.8.2016	P.1 Orientation
14.9.2016	SGP Series 1 – Changes of school life (P.1)
21.9.2016	SGP Series 2 – Be an independent child (P.1)
28.9.2016	SGP Series 3 – Help your child to learn (P.1)
5.10.2016, 12.10.2016, 19.10.2016, 14.12.2016, 4.1.2017, 11.1.2017	Chinese Workshop (First Term)
19.10.2016, 26.10.2016, 2.11.2016, 9.11.2016, 16.11.2016, 23.11.2016	Parent-child after school group activity
19.10.2016, 26.10.2016, 9.11.2016, 16.11.2016, 23.11.2016	Parent interest class: Knitting Class
22.10.2016	PTA AGM
22.10.2016	Parent's Meeting
24.11.2016	P.6 SSPA Parent's Meeting
27.11.2016	PTA Picnic
7.12.2016, 14.12.2016, 21.12.2016	Parent Volunteer Workshop

<b>Date</b>	<b>Events</b>
8.2.2017, 15.2.2017, 22.2.2017, 10.5.2017, 17.5.2017, 24.5.2017	Chinese Workshop (Second Term)
10.2.2017	Prize-giving Day
10.2.2017	Parents' Day
15.2.2017	SGP Talk 1: Reduce your child's stress and anxiety
17.2.2017	Community Visit
22.2.2017	SGP Talk 2: Building family strengths-Communications
1.3.2017, 8.3.2017, 15.3.2017, 22.3.2017, 5.4.2017	Parent interest class: Cooking class
17.3.2017	Parent-child invitation games (Games Day)
11.4.2017	Parent-child invitation games (Sports Day)
6.4.2017	P.6 SSPA Parent's Meeting
4.5.2017, 11.5.2017, 18.5.2017, 25.5.2017, 1.6.2017, 8.6.2017	Parent Workshop (group activity)
9.5.2017	Parent-child Educational Games Quest
16.5.2017	P.5 SSPA Parent's Meeting
29.6.2017	Graduation Day
11.7.2017	Prize-giving Day
13.7.2017 – 26.7.2017	Summer Chinese Bridging Programme

### **Volunteer service**

<b>Date</b>	<b>Events</b>
22.12.2016	Green Christmas Celebration (Parents-helper)
14.1.2017	Parent-child Flag Selling Day
11.4.2017	Sports Day (Parents-helper)

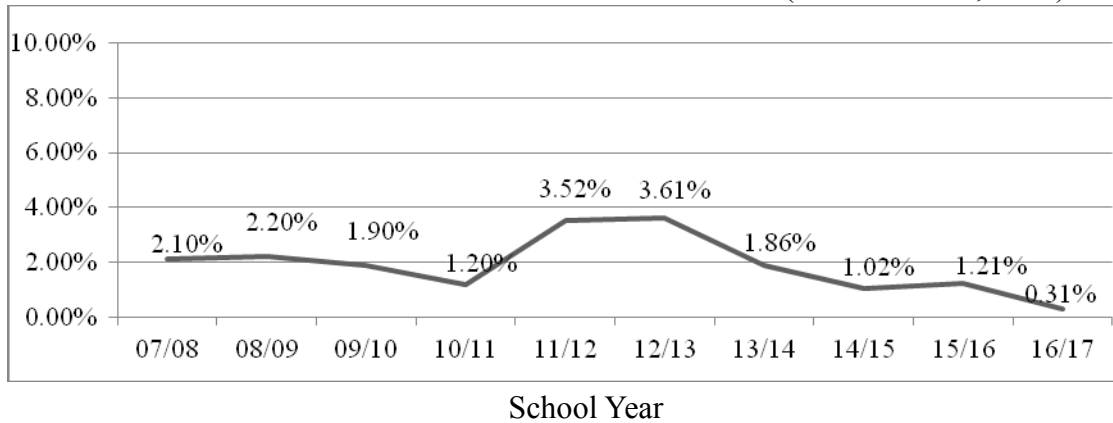
## 12. Class Organization

(as at 30<sup>th</sup> June, 2017)

Level	P1	P2	P3	P4	P5	P6	Total
No. of Class	4	5	5	4	4	3	25
Capacity	100	125	125	100	100	90	640
Boys	62	72	65	55	55	43	352
Girls	43	51	63	53	53	49	312
Total Enrolment	105	123	128	108	108	92	664

## 13. Number of Unfilled Places

(as at 30<sup>th</sup> June, 2017)



2016-2017 Unfilled Places

(as at 30<sup>th</sup> June, 2017)

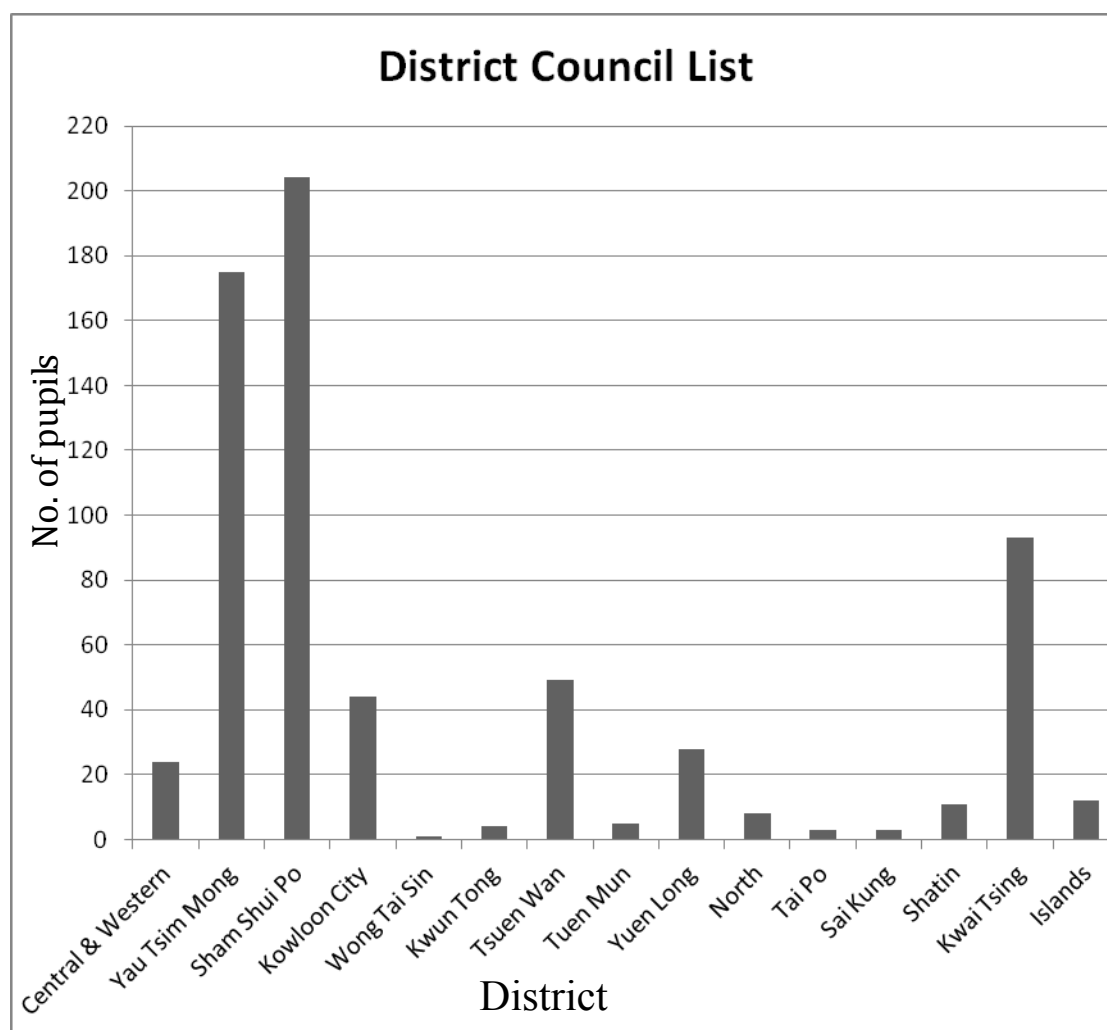
P.1	P.2	P.3	P.4	P.5	P.6	Total
0	2	0	0	0	0	2

## 14. Ethnic Distribution of Pupils

(as at 30<sup>th</sup> June, 2017)

Ethnic groups	Boys	Girls	Total	Percentage
Pakistani	115	117	232	35%
Nepalese	109	91	200	30%
Indian	31	36	67	10%
Filipino	42	19	61	9%
Chinese	18	12	30	5%
Others	37	37	74	11%
<b>Total</b>	<b>352</b>	<b>312</b>	<b>664</b>	<b>100%</b>

## 15. Residential 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%	93%	95%	94%	94%
2 <sup>nd</sup> term	93%	93%	94%	94%	94%	93%

## 17. Number of Pupils Who Have a Computer at Home

Class	Number of pupils who have a computer at home	Number of pupils who can assess the Internet at home
1A	21	15
1B	19	18
1C	22	18
1D	19	15
2A	20	18
2B	19	15
2C	15	10
2D	16	10
2E	13	12
3A	9	20
3B	17	15
3C	19	16
3D	21	22
3E	13	12
4A	25	23
4B	11	9
4C	12	12
4D	18	16
5A	26	26
5B	18	18
5C	20	17
5D	17	17
6A	26	24
6B	18	18
6C1	16	12
6C2	3	3
<b>Total:</b>	<b>453</b>	<b>411</b>

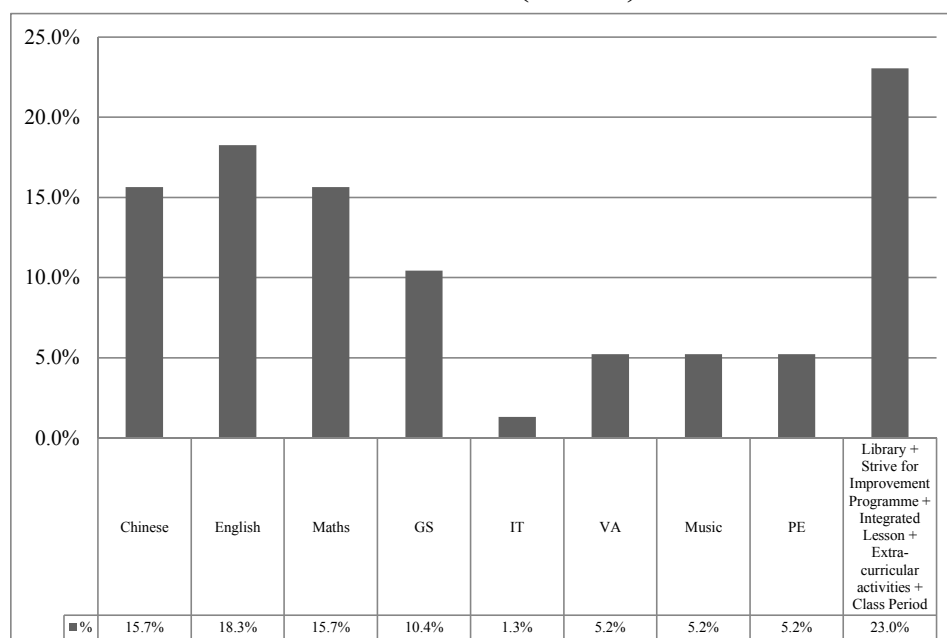
## II. Learning and Teaching

### 1. Lesson Allocation for Key Learning Areas Per Week

Subjects/ Level	Period	Minutes	Percentage
Chinese	6 (45'')	270''	15.7%
English	7 (45'')	315''	18.3%
Mathematics	6 (45'')	270''	15.7%
General Studies	4 (45'')	180''	10.4%
Information Technology	0.5 (45'')	22.5''	1.3%
Visual Arts	2 (45'')	90''	5.2%
Music	2 (45'')	90''	5.2%
Physical Education	2 (45'')	90''	5.2%
Library + Strive for Improvement Programme + Integrated Lesson + Extra-curricular activities + Class Period	5 (60'')	397.5''	23%
<b>Total</b>	-	<b>1725''</b>	<b>100%</b>

\* P. 1-6 Urdu lessons are conducted in Integrated Lesson.

### 2. Learning Time of Key Learning Areas Per Week (P.1-6)



### 3. Examinations

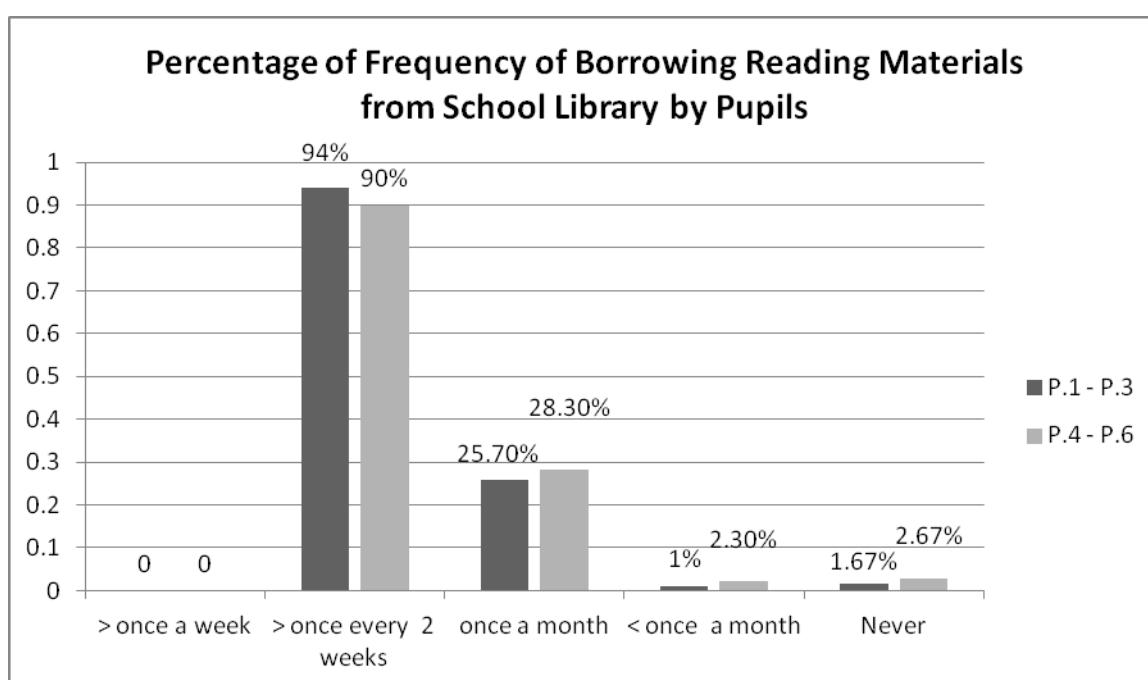
Examination	Date
First Mid-term Test (P.1-5) & Half-yearly Exam. (P.6)	4/11/16 - 8/11/16
Half-yearly Exam. (P.1-5) & First Mid-term Test (P.6)	6/1/17 - 10/1/17
Second Mid-term Test (P.1-5) & Final Exam. (P.6)	29/3/17 - 31/3/17
Final Exam. (P.1-5) & Graduation Exam. (P.6)	6/6/17 - 8/6/17

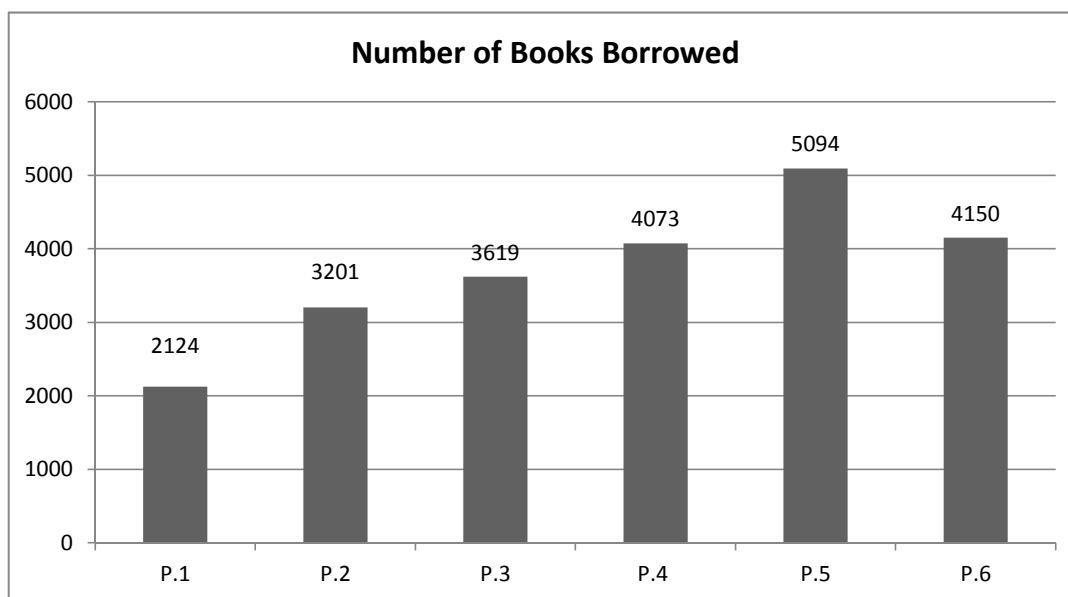
### 4. Number of Active School Days

Number of Active School Days in 2016-2017:

Level	No. of Days
P.1 – P.6	190

### 5. Reading Habit





## 6. Major Focus in Core Subjects

### Chinese

1. 透過《中文錢箱》，小一至小三科任老師提供預習紙，內容包括部件、字形結構、字詞、重組句子或簡單句式，讓學生進行預習。
2. 小四至小六的科任老師鼓勵學生自行利用工具書於課前預習及不同修辭手法，定期作出反思，並評估自學過程。
3. 學生從範文中學習詞彙、句形及修辭技巧，應用於日常寫作中，初小(小一至小二)應以看圖識字到簡單句子寫作，繼而(小三至小四)寫作簡單段落，最後(小五至小六)就寫作短文。完成寫作作品，高年級學生可利用自評表，優化文章，並加以修正。
4. 透過不同網上資源(如筆順、字形、句式和閱讀短文)，提升學生的自主學習能力。

### English

1. Teachers design some questions including finding out the meaning of words and comprehension questions about the reading text of each unit during co-planning meetings as the pre-lesson tasks.
2. Pupils self-read the unit and answer the comprehension questions before lessons.
3. Pupils reflect and conclude learning content with the guidance or checklists provided by teachers.
4. Teachers design a reading comprehension task focusing on using story map (graphic organizer) to comprehend recounts in each term.
5. Pupils use story map (graphic organizer) to comprehend reading tasks.



6. Various reading materials are put in the self-access corner.
7. Encourage pupils to share different reading materials e.g. newspaper, storybooks, magazines
8. Provide related e-learning resources
9. Online learning platform award scheme is launched. Top scorer of the month in each class is awarded to use ipad to play English games in recess.

### Mathematics

1. Teachers discuss and list out the topics which can apply the graphic organizers and encourage pupils to use them:  
 P.1 and P.2: Visualize text information by drawing  
 P.3 to P.6: Table and charts
2. Self-learning activity sheets are provided at the cabinet of the classroom. The topics are set according to the topics in the textbook. Teachers check the answer before they start that particular topics.
3. Online information or newspaper related with maths topics are posted at the self-learning corner.
4. Reflection and conclusion of each topic are made under the guidance of the teachers and are gradually made by pupils themselves.
5. Record of Maths online learning scheme (planetii) is generated in alternate months, top three in each class are awarded to use ipad to do Maths learning apps during lunch time.

### General Studies

1. Pupils complete pre-task worksheets by reading textbook, websites or fact sheet.
2. Pupils write what they know on KWL sequence chart (KS2) as pre-task. The KWL sequence chart is about what pupils know, want to know and have learnt about a topic.
3. Pupils (KS1 ) learn to use different graphic organizers - with emphasis on tree diagram and table
4. Pupils (KS2 ) learn to use different graphic organizers - with emphasis on cycle and hierarchical organizer
5. Pupils' skills and knowledge are developed through diversified learning activities such as discussion, drawing, investigation, reading and experiment.
6. Pupils' self-learning ability is enhanced through reading library books. Their learning towards the topic is extended.
7. Pupils' analytical skills is developed through incorporating open-ended questions set by teachers in newspaper tasks and class discussion
8. Pupils have to use self-access corner to read news bi-weekly and report it in class.

## 7. External Curriculum support

In 2016/2017 school year, the school sought external support for curriculum development in the following subjects:

Subject	Level	Name of the Programme	Organization
中文	小一至小三	初小中文分層支援教學模式	香港大學及教育局
Mathematics	P.4	School Based Support Programme	School Based Support Service, Education Bureau
General Studies	P.5	Optimizing Small Class Teaching Support Programme for General Studies	University of Hong Kong
Mathematics	Two P.2 subject teachers	Mathematics Learning Circle	School Based Support Service, Education Bureau

## III. Support for Student Development

### 1. School Functions and Activities

Date	School Functions and Activities	Participants
29/8/2016	P.1 Orientation	P.1
5-23/9/2016	Eid Card Design Competition	P.1-6
20/9/2016, 3/10/2016, 5/10/2016, 11/10/2016, 14/10/2016, 20/3/2017, 22/3/2017	BBBS Training	BBBS
3-14/10/2016, 15-26/5/2017	Discipline Competition	P.1-6
5-6/10/2017, 11-12/10/2017	STEM Activities	P.5
6/10/2016-5/1/2017 ( 1 <sup>st</sup> Term ) 7/2/2017-5/5/2017 ( 2 <sup>nd</sup> Term )	Reading Award Scheme	P.1-6
5-6/10/2016, 11-12/10/2016,	STEM in Formal Curriculum	P.5
7/10/2016	Dress Casual Day	P.1-6
11-26/10/2016	Multiplication Activity	P.3

<b>Date</b>	<b>School Functions and Activities</b>	<b>Participants</b>
12/10/2016, 26/10/2016 ( 1 <sup>st</sup> Term ) 21/3/2017, 23/3/2017 ( 2 <sup>nd</sup> Term )	School Prefect Training Workshop	School Prefects
14/10/2016	Environmental Protection Ambassador Visit	Environmental Protection Ambassador
22/10/2016	Parents' Meeting & PTA AGM	P.1-6
27/10/2016	School Picnic+	P.1-6
29/10/2016	“Stand by You” Leadership Training Opening Ceremony	“Stand by You” members
14-25/11/2016	Christmas Decoration Design	P.1-6
14-25/11/2016	Music Project	P.1-6
14-25/11/2016 (1 <sup>st</sup> Term) 6-16/3/2017 (2 <sup>nd</sup> Term)	Cleanliness Competition	P.1-6
15-18/11/2016	Educational Visit: HK Zoological and Botanic Garden	P.2
18/11/2016	Visit Sir Ellis Kadoorie Secondary School	P.6
19/11/2016	UAP Opening Ceremony	P.4-6
21/11/2016	IT Skill Competition	P.1-6
2/12/2016, 16/12/2016	Stand by You Leadership Training Scheme	Leadership Training Group members
8/12/2016, 15/12/2016	Mock Interview Workshop for Secondary School	P.6
9/12/2016	UAP Parent-child evening camp	UAP parents & pupils
14/12/2016, 13/1/2017, 14/3/2017, 11/4/2017, 23/5/2017	Joint School Activities with Chan Shu Kui Memorial School	P.5-6 members
16/12/2016	“Stand by You” Leadership Training : Visit Dialogue in the Dark	“Stand by You” members
20/12/2016	Carol Singing Festival 2017	Junior Choir members & Ukulele Group

<b>Date</b>	<b>School Functions and Activities</b>	<b>Participants</b>
11/1/2017, 14/1/2017, 16/1/2017	Disneyland Learning Trip	P.1-6 The needy pupils/ pupils of families receiving CSSA or Full Grant SFAS
13/1/2017	Joint School Activity: Fun with Film-making	P.6 (20 pupils)
14/1/2017	Disneyland Learning Trip	P.1-6 (60 pupils)
16/1/2017-17/2/2017	Music Appreciation Project	P.1-6
19-23/1/2017	Chinese Day	P.1-6
19- 24/1/2017	Cultural Week	P.1-6
20-21/1/2017	UAP Overnight Camp	P.4-6 UAP members
22-21/1/2017	UAP Overnight Camp	UAP members
10/2/2017 (1 <sup>st</sup> Term) 11/7/2017 (2 <sup>nd</sup> Term)	Prize-giving Day	P.1-6
7-12/2/2017	Exhibition of Pupils' Artwork at Jockey Club Creative Arts Centre	P.1-6
7/2/2017-5/5/2017	Reading Award Scheme	P.1-6
10/2/2017	Parents' Day	P.1-6
22/2/2017	STEM Day	P.1-6
1-16/3/2017	Urdu Poster Design Competition	P.1-6
6/3/2017-19/5/2017	IT Project Competition	P.1-6
10/3/2017	Outdoor Drawing Competition	P.5-6
17/3/2017	P.1-2 Games Day	P.1-2
23/3/2017	World Explorer Learning Workshop	P.3-4
3-7/4/2017	IT Typing Competition	P.3-6
3-28/4/2017	Music Project II	P.1-6
3-28/4/2017	Chinese Writing Competition	P.1-6
7/4/2017	Joyful Fruit Day	P.1-6
7/4/2017	Guided Tour of 'CX/HSBC Hong Kong Sevens 2017'	P.3-4 (20 pupils)
8/4/2017	UAP Day Camp	UAP members
11/4/2017	Sports Day	P.3-6
27-28/4/2017	Study Tour	P.5-6

<b>Date</b>	<b>Functions and Activities</b>	<b>Participants</b>
7/4/2017	Joyful Fruit Day	P.1-6
5/5/2017	P.4 UAP Service	P.4 UAP members
6/5/2017	UAP Volunteer Service	P.4 UAP members
13/5/2017	Homecoming Day	Graduates
8-31/5/2017	Handmade Instrument Project	P.1-6
12-13/5/2017	Overnight Camp	Cub Scouts & Brownies
15/5/2017-26/6/2017	Maths Award Scheme	P.4-5
23/5/2017	Joint School Activity(Chinese Story Telling)	P.2A pupils
26/5/2017	P.5 UAP Service	P.5 UAP members
29/5/2017-2/6/2017	Visual Arts Exhibition	All pupils
10/6/2017	UAP Volunteer Service	P.6 UAP members
17/6/2017	UAP Closing Ceremony	P.4-6
22/6/2017	Dragon of the Orient	P.4
22/6/2017	MNE Workshop	P.4 students
23/6/2017	Cross Curricular Learning	All students
26/6-12/7	Post-exam Activities	All students
27/6/2017	“Stand by You” Leadership Training Closing Ceremony	“Stand by You” members
29/6/2017	Graduation Day	P.5-6
15-16/7/2017,19/7/2017	“Basic Law“ Stall Games	P.2- 6 students

## **2. Extra-curricular Activities**

<b>Steady Groups</b>	
1. Brownies	13. Boys Dance Group
2. Cub Scouts	14. Girls Dance Group
3. Leadership Training Group	15. Children Dance Group
4. Sunny Kids	16. Dragon Dance Group
5. Library Club	17. Martial Arts Group
6. Cricket Team A	18. Art Talent Group
7. Cricket Team B	19. Percussion Group STEM Project
8. Basketball Team	20. Drama Club
9. Volleyball Team	21. First Step in Drama
10. African Drum Group	22. E-learning Group
11. Choir	23. Scientific Experiments
12. Junior Choir	24. Ukulele

<b>Rotating Groups</b>	
1. Art	6. Fun with Chinese
2. Craft	7. Green Power
3. Action Songs	8. English Story Telling
4. Fun with English	9. Chinese Story Telling
5. Fun with Maths	10. Reading Learning Buddy

### 3. Talks

<b>Date</b>	<b>Topic</b>	<b>Participants</b>
12/1/2017	Be a Responsible Internet User	P.6
16/1/2017	Emotion Management	P.1
17/1/2017	Use the Ambulance Service properly	P.2
19/1/2017	“Rich kid, Poor Kid” Storytelling Session	P.3
23/1/2017	ADHD Puppet Show	P.4
24/1/2017	Natural Disaster & Children	P.5

### 4. Visits

<b>Date</b>	<b>Venues</b>	<b>Participants</b>
7/10/2016	Smart Power Centre	Environmental Protection Ambassadors
15-18/11/2016	HK Zoological and Botanical Garden	P.2
2/12/2016, 9/12/2016, 14/12/2016, 16/12/2016	Hong Kong Wetland Park	P.6
2/12/2016	The Society of Rehabilitation and Crime Prevention	“ Stand by You” members
5/12/2016, 6/12/2016, 12/12/2016, 13/12/2016	Science Museum	P.5
16/12/2016	Dialogue-in-the-dark Visit	“ Stand by You” members
9/3/2017, 10/3/2017, 15/3/2017, 16/3/2017	Museum of History	P.4
10/3/2017, 24/3/2017, 31/3/2017, 7/4/2017, 3/3/2017, 12/5/2017, 26/5/2017, 24/2/2017, 28/4/2017, 5/5/2017	ECA Library Visit: Po On Road Public Library	P.1-3
20/3/2017, 21/3/2017, 22/3/2017, 23/3/2017, 24/3/2017	Kadoorie Farm and Botanic Garden	P.3
24/4/2017, 26-28/4/2017	HK Heritage Museum	P.1

## 5. Performance

Date	Event	Participants
22/10/2016	PTA AGM	African Drum Group, Junior Choir
20/12/2016	Carol Singing Festival 2016	Junior Choir
20/12/2016	Fun Integration Day 2016	Girls Dance
22/12/2016	Green Christmas Celebration	Junior Choir, Percussion Group
20/1/2017	Cultural Week	Dragon Dance Group Boys Dance Group Girls Dance Group Martial Arts Group
10/2/2017	Prize-giving Day (First Term)	Solo-singing, Choir
31/3/2017	Famine 30 Event	African Drum Group
14/5/2017	Public Performance Phase of Hong Kong School Drama Festival	Drama Group
11/7/2017	Prize-giving Day (Second Term)	Percussion Group Guitar Solo

## 6. Post Exam Activities

Items of activities	Participants	Time
Stage Quiz	P.1-P.6	26-6-2017 to 12-7-2017
On-stage Talent Show	P.1-P.6	
Farewell Party	P.1-P.6	
Chinese Speaking Activity	P.1-P.6	
English Activities	P.1-P.6	
Maths Activities	P.1-P.6	
GS Activities	P.1-P.6	
Fun with V.A	P.1-P.6	
PE Activities	P.1-P.6	
Mini Concert	P.1-P.6	
Educational Activities: Reading/ I.T. Activities	P.1-P.6	
Bright Smiles Mobile Classroom	P.1	
Children Dance Group Selection	P.1-P.2	
Junior Choir Selection	P.1-P.2	
Percussion Group Selection	P.1-P.2	

Items of activities	Participants	Time
Choir Selection	P.3-P.5	26-6-2017 to 12-7-2017
Drama Selection	P.3-P.5	
Cricket Team Selection	P.3-P.5	
Boys Dance Group Selection	P.3-P.5	
Girls Dance Group Selection	P.3-P.5	
Rope Skipping Group Selection	P.2-P.5	
Volleyball Team Selection	P.3-P.5	
Basketball Team Selection	P.3-P.5	
African Drum Selection	P.3-P.5	
Ukulele Selection	P.3-P.5	
E-learning Pilot Scheme	P.3A	
Graduation Day Rehearsal and Graduation Day	P.6	
Educational Talks: - Sex Education - 升中適應講座	P.5 P.6	
Sham Shui Po Pediatric Eye Screening Campaign	P.1-6	

## 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 problems. Team members constantly communicate with parents, the police 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	✓	✓	✓	✓	✓	✓



## 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 award those pupils 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 praising pupils for their achievements, also by accepting their mistakes and appreciating their efforts to try.

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	Tutorial classes	P.1-6	12/10/2016 to 2/6/2017
	Origami	P.1-3	14/2/2017 to 23/5/2017
	Creative cartoon drawing	P.1-3	14/2/2017 to 23/5/2017
	Fun with Art & Craft I	P.1-3	14/2/2017 to 23/5/2017
	Fun with Art & Craft II	P.1-3	14/2/2017 to 23/5/2017
	Magic Fun	P.4-6	14/2/2017 to 23/5/2017
	Harmonica	P.4-6	18/10/2016 to 23/5/2017
	Ukulele	P.4-6	18-10-2016 to 23-5-2017
School-based Grant	Fun with Mathematics (1)	P.1	17/11/2016 to 20/12/2016
	Fun with Mathematics (2)	P.2-3	17/11/2016 to 20/12/2016
	English Games	P.1-3	17/11/2016 to 20/12/2016
	Lego Creative Workshop	P.4-6	17/11/2016 to 20/12/2016
	Water Color Painting	P.4-6	17/11/2016 to 20/12/2016
	World Explorer Workshop	P.3-4	23/2/2017 to 1/6/2017
	Generic Skill Learning Workshop	P.5-6	23-2-2017 to 1-6-2017
	Dyeing Art Workshop	P.4-6	13/3/2017
	Fusion Bollywood Dance Workshop	P3-6	14/3/2017, 15/3/2017
	Disneyland Learning Trip	P.1-6	14/1/2017
	Jazz & Hip Hop Dance Workshop	P.3-6	13/6/2017, 15/6/2017
	Dialogue in the Dark Learning Trip	P.3-5	17/6/2017

## 10. Uniform Groups & Service Groups

Groups	Participants
Brownies	P.4-6 (22 pupils)
Cub Scouts	P.1-6 (16 pupils)
Sunny Kids	P.4-6 (9 pupils)
Health Ambassadors	P.4-5 (20 pupils)
Understanding Adolescent Project	P.4-6 (54 pupils)
School Prefects	P.4-6 (85 pupils)
Library Prefects	P.4-6 (30 pupils)
I.T. Prefects	P.4-6 (30 pupils)
P.E. Prefects	P.4-6 (8 pupils)
Big Brother and Big Sister Programme	P.4-6 (62 pupils)
First Aids Helpers	P.4-6 (10 pupils)
School Bus Prefects	P.4-6 (16 pupils)
CYC	P.1-6 (All pupils)

## 11. Moral and National Education

### A. New School-based MNE Curriculum

In 2016/2017 school year, the school-based Moral and National Education (MNE) was implemented in full scale. A set of learning materials was devised under the seven areas which are geared to the non-Chinese speaking (NCS) context of LCU. The seven areas in the MNE curriculum framework include a) National Identity b) Responsibility c) Perseverance d) Commitment e) Love and Care f) Honesty g) Respect. The learning materials are designed in a way that help to a) equip pupils with the analytical mind b) foster moral reasoning c) trigger discussion d) induce reflection.

In the process, the teacher assistant provided tremendous support in modifying and fine-tuning the learning materials.

The MNE curriculum was implemented through a series of programmes which included MNE workshop, Basic Law Stall Games, Basic Law Fun Fair, talk on “Sense of Belongingness”, etc. Besides, the MNE curriculum was incorporated into the SIP Programme in the IL lessons.

On the whole, pupils’ moral and national qualities could be raised. They

showed improvement in terms of living habits, learning attitude, interpersonal skills as well as intrapersonal skills.

With reference to the data in the end-of-term evaluation form, 100% of teachers agreed that the SIP lessons, in which Moral and National Education was incorporated, improved pupils' social skills. 100% of teachers agreed that most of the pupils could behave according to the checklist of compliant behaviours.

## **B. Dragon of the Orient**

'Dragon of the Orient' was the theme highlighting Moral and National Education which was an integral part of our school curriculum. Through a series of workshops, we targeted to let pupils have a better understanding of the Chinese culture so that they could integrate better into the local context. Under this theme, Primary Six pupils had the hands-on experience in raising the National Flag of China, practising Eight-section Brocade and using chopsticks.

### Etiquette of Raising National Flag of China

National Flag Raising Ceremony is an absolutely solemn occasion. In the workshop, pupils tramped their marching feet to the flag pole, spread out the National Flag and then raised it in a respectful way along with the National Anthem. More importantly, they understood more about the protocol in the National Flag Raising Ceremony.

The flag raising team was set up and members were trained for months to prepare for the 1<sup>st</sup> national flag raising ceremony which was held on 26<sup>th</sup> June, 2017.

### Eight-section Brocade

Eight-section Brocade is one of the most common forms of Chinese Qigong which is believed to bring about relaxation, better health & even longevity. Following closely the tutor's instruction and demonstration of slow movement, pupils attempted to feel the flow of air and blood along the vessels as well as the tranquillity of mind in an environment of absolute silence.

Via tutor's explanation and demonstration, powerpoint slides, video clips and hands-on experience, pupils knew more about Chinese traditional martial arts and Chinese medicine theories.

### Chopsticks Come in Pairs & Chinese Dining Etiquette

In the workshop, pupils learnt the 'Dos and Don'ts' of using chopsticks. And they tried hard with fun to practise using that tapered wooden sticks to pick up tiny peanuts. What's more, pupils learnt the Chinese dining etiquette. They sat around the makeshift dining tables on which Chinese traditional virtues and notions such as 'politeness', 'respect', 'family completeness' as well as 'filial piety' are all embodied and fully reflected.

## C.2-day Study Tour

30 P.5 & P.6 pupils joined a 2-day study tour to the Mainland with focus on visiting the historic relics of Opium War and Dr. Sun Yat-sen:

On Day 1, the pupils visited Wei Yuan Fort, Humen Lin Ze Xu Memorial Hall and the Pool for Burning Opium as well as Sun Wen Memorial Park.

On Day 2, they visited Xin Hai Revolution (1911 Revolution) Memorial Hall and the Former residence of Dr Sun Yat-sen

From the survey collected after the study tour, over 80% of the pupils agreed that the visits of these historic relics made them understand the important life events of Dr. Sun Yat-sen and knew more about the rationale behind Xinhai Revolution and his great contribution to China.

## IV. Student Performance

### 1. Scholarships

Scholarships	Participants
Home Affairs Department: Harmony Scholarship	5A Khurshid Areeba 5A Toledo Zed Emanuel Doron V 6A Ahmed Altaf 6A Mahmood Eshal Taghbeen
Hong Kong Chaoren Shamshuipo Clans Association Ltd: Tsui Mei Ki Scholarship	5D Gaha Tushan 5D Haroon Tasnim Chaudhry

### 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 2016-2017:

Total score	Award	Percentage
16 points or above	gold	14.60%
13-15 points	silver	25.69%
10-12 points	bronze	29.39%

Analysis of results:

1. In total, 436 pupils joined the scheme. 64 pupils got gold awards, 111 pupils got silver awards and 127 pupils got a bronze award. 134 pupils who joined the scheme did not get any award. This shows that they are not really fit enough physically.
2. The percentage of pupils who were unable to get any awards was 30.32%.
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	35  93 (P.2+P.3: 22+23 & P.4+P.5: 23+25)	Hong Kong Schools Speech Festival:  • English Solo Verse Speaking  • English Choral Verse speaking	• 3rd place: 1 • Certificate of Merits: 30  • Certificate of Merit: (P.2+P.3) • 3rd place: (P.4+P.5)
	Drama	16	Hong Kong School Drama Festival	• Award for Outstanding Cooperation • Adjudicator's Award • Award for Outstanding Performer
<b>Chinese</b>	中文朗誦比賽	20	《第 68 屆香港校際朗誦節-中文朗誦比賽》	• Certificate of Merit: 7 • Certificate of Proficiency: 10

Subject	Category	No. of Participants	Events/Items of activities	Awards
<b>Maths</b>	Maths	6	第三屆陳樹渠盃魔力橋小學邀請賽	• Certificate of Merit: 1 (常勝玩家獎)
<b>Music</b>	Singing Contest	15	The 16 <sup>th</sup> Hong Kong Inter-Primary School English Folk Song Group Singing Contest	• Group first runner-up
	Junior Choir	40	69 <sup>th</sup> Hong Kong Schools Music Festival: Church Music – Foreign Language – Age 9 or under	• Certificate of Participation
	Choir	57	69 <sup>th</sup> Hong Kong Schools Music Festival: Foreign Language – Age 13 or under	• Certificate of Proficiency
	Solo Singing	6	69 <sup>th</sup> Hong Kong Schools Music Festival: Vocal Solo -Foreign Language – Age 10 or under – Boys or Girls Treble Voice	• Certificate of Merit:3 • Certificate of Proficiency:2 • Certificate of Participation:1
	Graded Piano Solo – Grade Three	1	69 <sup>th</sup> Hong Kong Schools Music Festival	• Certificate of Merit
	Guitar Solo – Junior Class	1	69 <sup>th</sup> Hong Kong Schools Music Festival	• 2nd runner up
	African Drum	9	Fight Crime without Boundary Talent Competition 2016	• Good Performance Award

Subject	Category	No. of Participants	Events/Items of activities	Awards	
<b>PE</b>	Soccer	16	Kowloon West Area Inter-Primary Schools Soccer Competition 2016-17	• Final 8	
	Athletic	40	Kowloon West Area Inter-Primary Schools Athletic Competition 2016-17	• Champion: 2, • 3rd place: 1, • 4th place: 1, • 5th place: 2, • 6th place: 1, • 7th place: 1, • 8th place: 1	
	Athletic	2	All Hong Kong Inter-Primary School Athletic Competition 2016-17	• 6th place: 1 • 7th place: 1	
	Basketball	12	Kowloon West Area Inter-Primary Schools Basketball Competition 2016-17	/	
	Volleyball	12	All Hong Kong Inter-Primary School Volleyball Competition 2016-17	• Final 8	
	Cricket		10 (Cricket Team B)	Hong Kong Primary Schools Playground League 2016-17 (Division II)	• Champion
			20 (Cricket TeamA:10) + (Cricket TeamB:10)	Hong Kong Primary Schools Playground League 2016-17 (Division I)	• 3rd place
			20 (Cricket TeamA:10) + (Cricket TeamB:10)	Easy Sport Cricket Competition 2016-17	• Credit Award



Subject	Category	No. of Participants	Events/Items of activities	Awards
VA	Drawing	2	“Salute to Teachers” Drawing Competition (P.1 – P.3)(向老師致敬繪畫比賽)	• Certificate of Merit
		12	Jockey Club Student Outdoor Drawing Competition – Flower Show 2017 “花卉展覽”學童繪畫比賽 (P.4-P.6)	/
	Colouring	385	“Jungle Party” Colouring Competition (P.1 – P.6) (腦筋急轉彎之森林派對填色比賽)	/
		315	“Friendship” Colouring Competition (P.1 – P.6) (友愛同行填色比賽)	/
		42	“Agent Penny and Will Power” Colouring Competition (P.4)	/
		218	“Happy Me” Colouring Competition	/
		234	“We Are Family” Colouring Competition	/
	Design	35	“Road Safety” Poster Design Competition (P.4 – P.6)(道路安全學校畫報創作比賽)	/
		350	“Drink & Move” Milk Card Design Competition	/
		20	Smart Choices for Low-salt and Low-sugar Slogan Writing cum Poster Design Competition	/
	Art Exhibition	35	“JCCAC The 5 <sup>th</sup> Sham Shui Po School Arts Marathon” (深水埗校園藝術馬拉松 2017)	/

Subject	Category	No. of Participants	Events/Items of activities	Awards
<b>Others</b>	International Competition	85	International Competitions and Assessment for Schools (English) (The University of New South Wales)	<ul style="list-style-type: none"> <li>• Certificate of Merit: 6</li> <li>• Certificate of Credit: 31</li> <li>• Certificate of Distinction: 5</li> <li>• Participation Awards: 42</li> </ul>
		74	International Competitions and Assessment for Schools (Mathematics) (The University of New South Wales)	<ul style="list-style-type: none"> <li>• Certificate of Merit: 2</li> <li>• Certificate of Credit: 7</li> <li>• Certificate of Distinction: 1</li> <li>• Participation Awards: 64</li> </ul>

#### **4. 2015-2017 Secondary School Places Allocation (SSPA)**

Total No. of Pupils in P.6 (2015-2017) : 92

No. of Pupils who withdraw from SSPA : 47

No. of Pupils who joined the SSPA : 45

#### **A. Choices of schools for pupils who withdraw from SSPA**

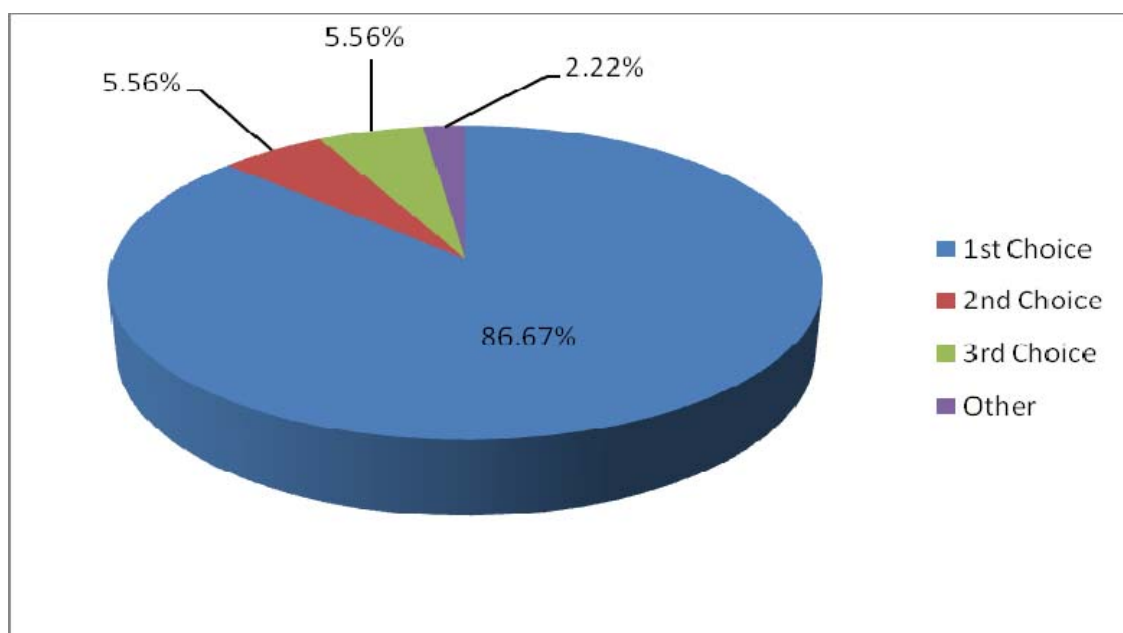
Name of School	No. of Pupils
Delia Memorial School (Broadway)	26
Delia Memorial School (Glee Path)	14
Delia Memorial School (Hip Wo)	2
HKMA David Li Kwok Po College	2
YMCA of Hong Kong Christian College	3
<b>Total</b>	<b>47</b>

## B. Choice of schools for pupils who joined SSPA

Name of School	No. of Pupils
Sir Ellis Kadoorie Secondary School (West KLN)	13
Salesians of DB Ng Siu Mui Secondary School	1
Islamic Kasim Tuet Memorial College	1
Maryknoll Father's School	2
Holy Trinity College	1
PLK Tong Nai Kan Junior Sec College	2
Tack Ching Girls' Secondary School	1
Wai Kiu College	4
YPI & CA Lee Ming College	3
La Salle College	1
Maryknoll Convent School (Sec Section)	1
Queen Elizabeth School	1
True Light Girls' College	1
Pope Paul Vi College	1
Helen Liang Memorial Sec School (Sha Tin)	1
Wong Tai Shan Mem College	1
Lock Tao Secondary School	1
HKTA The Yuen Inst No.3 Sec sch	3
ELCHK Lutheran Secondary School	1
Caritas Wu Cheng-Chung Secondary School	1
Madam Lau Kam Lung sec sch of MFBM	2
Bethel High School	1
Nam Wah Catholic Secondary School	1
<b>Total</b>	<b>45</b>

## C. 2015-2017 SSPA Result

### i) Percentage of Students' Choice



### ii. SSPA Result (by school)

School Name	No.
Delia Memorial School (Broadway)	26
Delia Memorial School (Glee Path)	14
Delia Memorial School (Hip Wo)	2
HKMA David Li Kwok Po College	2
YMCA of Hong Kong Christian College	3
Sir Ellis Kadoorie Secondary School (West KLN)	13
Salesians of DB Ng Siu Mui Secondary School	1
Islamic Kasim Tuet Memorial College	1
Maryknoll Father's School	2
Holy Trinity College	1

PLK Tong Nai Kan Junior Sec College	2
Tack Ching Girls' Secondary School	1
Wai Kiu College	4
YPI & CA Lee Ming College	3
La Salle College	1
Maryknoll Convent School (Sec Section)	1
Queen Elizabeth School	1
True Light Girls' College	1
Pope Paul VI College	1
Helen Liang Memorial Sec School (Sha Tin)	1
Wong Tai Shan Mem College	1
Lock Tao Secondary School	1
HKTA The Yuen Inst No.3 Sec sch	3
ELCHK Lutheran Secondary School	1
Caritas Wu Cheng-Chung Secondary School	1
Madam Lau Kam Lung sec sch of MFBM	2
Bethel High School	1
Nam Wah Catholic Secondary School	1
<b>Total</b>	<b>92</b>

iii) SSPA Result (by class)

School Name	Delia (Broadway)	Delia (Glee Path)	Delia (Hip Wo)	Sir Ellis Kadoorie	Ng Siu Mui	Islamic	Li Kwok Po	Maryknoll Fathers'	Holy Trinity	Tong Nai Kan Junior	Cheung Sha Wan Catholic	YMCA of Hong Kong	Tack Ching Girls'	Wai Kiu	Lee Lim Ming	La Salle	Maryknoll Convent Sch	Queen Elizabeth Sch	True Light Girls'	Pope Paul Vi	Helen Liang Memorial Sec	Wong Tai Shan Mem	Lock Tai Secondary Sch	The Yuen Yuen Inst No.3 Sec	ELCHK Lutheran Sec Sch	Caritas Wu Cheng-Chung	Madam Lau Kam Lung	Bethel High Sch	Nam Wah Catholic		
6A	9	0	0	1	0	0	2	2	1	1	0	3	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	27
6B	3	5	0	6	0	0	0	0	0	1	0	0	0	4	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0	0	23
6C1	4	6	2	3	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	1	1	21	
6C2	10	3	0	3	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	21	
Total	26	14	2	13	1	1	2	2	1	2	0	3	1	4	3	1	1	1	1	1	1	1	1	3	1	1	2	1	1	92	

Delia (Broadway): Delia Memorial School (Broadway)

Delia(Glee Path): Delia Memorial School (Glee Path)

Delia (Hip Wo): Delia Memorial School (Hip Wo)

Sir Ellis Kadoorie: Sir Ellis Kadoorie Secondary School (West KLN)

Ng Siu Mui: Salesians Of DB Ng Siu Mui Secondary School

Islamic: Islamic Kasim Tuet Memorial College

Li Kwok Po: HKMA David Li Kwok Po College

Maryknoll Fathers': Maryknoll Fathers' School

Holy Trinity: Holy Trinity College

Tong Nai Kan Junior: PLK Tong Nai Kan Junior Sec College

Cheung Sha Wan Catholic: Cheung Shan Wan Catholic Secondary School

YMCA of Hong Kong: YMCA of Hong Kong Christian College

Tack Ching Girls': Tack Ching Girls' Secondary School

Wai Kiu: Wai Kiu College

Lee Lim Ming: YPI&CA Lee Lim Ming College

La Salle: La Salle College

Maryknoll Convent Sch: Maryknoll Convent School (Sec Section)

Queen Elizabeth Sch: Queen Elizabeth School

True Light Girls': True Light Girls' College

Pope Paul Vi: Pope Paul Vi College

Helen Liang Memorial Sec: Helen Liang Memorial Sec School(Sha Tin)

Wong Tai Shan Mem: Wong Tai Shan Mem College

Lock Tao Secondary Sch: Lock Tao Secondary School

The Yuen Yuen Inst No.3 Sec: HKTA The Yuen Yuen Inst No.3 Sec sch

ELCHK Lutheran Sec Sch: ELCHK Lutheran Secondary School

Caritas Wu Cheng-Chung: Caritas Wu Cheng-Chung Secondary School

Madam Lau Kam Lung: Madam Lau Kam Lung sec sch of MFBM

Bethel High Sch: Bethel High School

Nam Wah Catholic: Nam Wah Catholic Secondary School

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

### **Major Concern 1: To develop pupils' self-directed ability for independent learning**

#### Achievement on Major Concern 1

Through pre-lesson enquiry, pupils learnt to prepare for lessons. By using search engine and QR code, learners accessed relevant websites to seek information regarding the topics they were going to explore. Via this practice, pupils had higher motivation in their studies and I.T. literacy was promoted correspondingly. Besides, according to the data in a survey, 100% of subject panels agreed that pre-lesson enquiry could a) motivate pupils to quest for knowledge b) train them up to have an inquiry mind c) develop their ability for independent learning.

Apart from this, Self-access corner could develop pupils' reading habit and help them become more autonomous learners. 100% of subject panels agreed that self-access corner could develop pupils' reading habit and help them become more autonomous learners.

Pupils also learnt to use graphic organizers to decode and encode meaning. The frequently-used diagrammatic representation included mind map, Venn diagram, tree diagram and KWL. By employing graphic organizers, pupils could better organize what they had learnt in a systematic and co-ordinated manner. In the scrutiny of pupils' work, it was found that over 90% of pupils were able to apply graphic organizers in their assignment. What's more, pupils learnt various study skills and learning strategies in different subjects including mnemonics, metacognition and note-taking. It was perceived that pupils generally became more self-regulated and autonomous in the learning process. Some pupils even demonstrated to be active learners and some had intrinsic motivation to quest for knowledge.

The installation of Wifi 900 was underway. Despite this, some teachers embarked on e-learning with the provision of current resources. In LCU, more and more teachers made good use of i-pads and e-resources in their lessons. Using i-pads was a fabulous way to brighten up some potentially dull or textbook-bound learning content and unmotivated pupils. Using i-pads also boosted pupil-pupil interaction and immediate quality feedback from teachers. Now, pupils got familiar with searching information via a link or QR code. They were also learning how to organize those information and make synthesis. Some pupils showed that they were skillful to attach photos and voice recordings on their i-pads. Without a doubt, e-learning and i-pads made learning more lively and effective inside and beyond classroom.

### Reflection on Major Concern 1

Building on the experience of this year, practices of collective learning and sharing through school-based teachers' professional development programme shall be further optimized with a focus on analyzing learning outcomes in the coming school year.

Moreover, a subject-based e-learning resources data bank shall be set up for teachers' easy reference. These resources shall be trialed out and their effectiveness shall be evaluated in the collaborative lesson planning and lesson observation review sessions.

With the support of Wifi 900 and better IT equipment, the school shall accelerate e-learning in practice. A google classroom shall be set up to provide an interactive platform to support e-learning. Pupils' skills of using the interactive e-learning platform to learn and their attitude of taking more responsibility for their own learning shall be strengthened. Moreover, greater opportunities to use school facilities to access e-learning materials shall be catered.

Owing to the lack of resources, self-directed learning materials available in the self-access corner are limited. Use of multiple technologies in a more independent setting shall be set up with a hope to improve motivation and increase pupils' ability to work independently.



## **Major Concern 2: To develop positive values and attitudes through moral and civic education**

### **A. Cultivate pupils' positive attitudes so that they will strive for excellence**

#### Achievement on Major Concern 2

With materials developed according to the developmental and learning needs of students, Strive for Improvement Program (SIP) was successfully implemented through the joint effort of SGP and class teachers. All teachers found that SIP could facilitate pupils' personal growth through talks, sharing, role-play, video broadcast and discussions on daily life experiences. Furthermore, social issues and news related to the foci of SIP were raised for discussion to enhance pupils' awareness of world issues and widen their horizons.

To strengthen the learning impact among pupils, five-minute thematic talks in morning assemblies were arranged. With role plays and sharing conducted by students, more than 90% of the teachers agreed that pupils were attentive to the content which correlated with the foci of SIP. The talks could successfully develop pupils' different core values.

Apart from thematic talks, educational talks were held to disseminate messages conveyed in SIP. More than 90% of the teachers agreed that the talks could meet pupils' developmental and learning needs.

Regarding the foci of SIP, Apple of My Eyes Award was launched. With full pupils' participation, it was found that the award was able to recognize their effort in striving for self-perfection in terms of good attitudes and behaviour in daily school life.

To further encourage pupils to work on the foci of SIP, Be a Compliant Pupil Programme was held. It intended to motivate pupils to set their own achievable goals in terms of compliance and be committed to accomplish them. All teachers noticed that students could reach their goals and act according to the checklist of compliant

behaviours.

Big Brothers & Big Sisters Programme (BBBS) was held to promote the notion of responsibility as well as a culture of love and care. All teachers recognised the effectiveness of the programme in fostering the sense of responsibility among pupils concerned and nurturing a caring culture in which positive friendship and personal growth between the BBBS and schoolmates was built.

In addition, Understanding Adolescent Programme (UAP) was conducted to enhance participants' competence, sense of belonging and resilience. All teachers agreed that the programme could enhance pupils' competence, sense of belonging and resilience.

For the learning environment, banners were displayed in the school campus to strengthen pupils' proper behaviour. More than 90% of the teachers noticed that pupils were able to show corresponding good attitudes and behaviour in school life. Moreover, cue cards and posters promoting appropriate behaviours in class were displayed in P1 and P2 classrooms. More than 90% of the teachers found that the process of adaptation into the school environment among the pupils was boosted.

### Reflection on Major Concern 2

The school-based SIP curriculum has been well-received by pupils and teachers. It allows pupils to acquire integrated knowledge from different components of the comprehensive curriculum. To address more precisely to the needs of the pupils, the curriculum will be enriched to allow pupils to understand more about the local community. Visits and social services would be arranged so that pupils can participate in the community activities. Furthermore, each unit in the curriculum will be accompanied by a forum which encourages pupils' to share their experience.

Apple of My Eyes has successfully laid the ground work for encouraging appropriate behaviour among pupils. To further foster their sense of responsibility as well as love and care towards one another, two new programs are going to be carried out in the coming academic year. The first one is 'One Student One Post': Every student will be assigned a post in the class so that pupils learn how to be a

responsible member in the class. The second one is ‘Lightening School Bag Programme’ through which pupils will learn how to be responsible for their own belongings.

To further enhance pupils’ whole person development, in addition to BBBS, a series of new programmes – Hong Kong Rugby Spirit, Junior Tennis and Squash Program – will be introduced. Pupils are anticipated to broaden their horizons not only in terms of the games but also learn in the areas of team spirit, love and care through participating in the games.

Putting theories into practice is an important learning process. Community services and activities such as visit to elderly homes, special schools and parent-child flag selling activity would be carried out. Through participating in various activities, pupils can interact with different people and become more engaged in the community as responsible and active citizens.

Aiming at helping pupils with difficulty adjusting to everyday demands of their regular classrooms, playgrounds and at home, developmental group programs – training groups for social skills, concentration skills, self-management skills, leadership skills, self-confidence enhancement and emotion management – will be provided. Pupils are expected to deal more effectively with challenges through partaking in the structured learning opportunities for healthy social, emotional and behavioural development.

As level discipline meetings are found to be an effective platform for professional exchange and analysis for pupils in need, they will be continued to run. Furthermore, Angel Teachers will be assigned to take care of at-risk children on a one-to-one basis.

## **B. Equip parents the appropriate skills to help their children build up commitment and perseverance**

### Achievements

In the current year, a series of parent educational programmes had been rendered to enhance parenting skills concerning fostering children's commitment and perseverance. In the P.1 Parent Workshops, parents learned how to help their children with the smooth adaptation into school lives and how to commit themselves in a new environment. Parents learned about the emotional needs of their children and how to communicate with them effectively in the SGP Talks. To cater for individual needs, parent-child after school group activity had been arranged. Parent Workshops in group activity emphasising on emotional control were organised. More than 75% of the participants agreed that the workshops, talks and group activities could equip them with appropriate parenting skills concerning fostering children's commitment and perseverance.

Besides that, in the parent-child workshop provided by the NGO in Community Visit this year, parents and children were encouraged to strengthen their mutual understanding, interactions and intimacy towards one another. All the participants agreed that they had acquired the basic skills of communication.

### Reflections

In view of the rapid changes in our society, the provision of thematic talks or workshops on enhancing parents to support students' learning will be added. Parents will be better equipped in order to help their children develop their self-directed learning ability. Besides, parents were encouraged to make full use of the e-learning platform to assist their children to be responsible learners. Furthermore, specific workshops for ethnic minority groups will be conducted to facilitate integration among parents.

## **VI Key Issues of the New School Development Plan 2017 – 2018**

### **Major Concern 1: To develop pupils' self-directed ability for independent learning**

1. Enhance hardware and infrastructure
  - Set up campus wifi
  - Upgrade PCs, tablets and equipment for teaching purpose
  - Create a google classroom platform
  - Create a subject-based resource bank for teachers' reference
2. Enhance teachers' professional knowledge on self-directed learning
  - Arrange School-based Teachers' Professional Development Programme with a focus on implementation of self-directed learning
  - Professional sharing on implementation of e-learning materials during CLP meetings of 4 major subjects
3. Develop pupils' learning strategies and study skills
  - To enhance pupils' subject-based learning strategies through:
    - i. Pre-lesson enquiry
    - ii. Self-access Corner
  - To equip pupils with various study skills with a focus on:
    - i. Graphic organizers or diagrammatic representation such as mind-mapping, tree diagram and KWL charts to decode and encode information
    - ii. Note-taking skills, metacognition skills, mnemonic devices, reading skills, six thinking hats and online reading to bring about self-directed learning
  - Strengthen pupils' information and technology literacy in terms of knowledge, skills and attitude to support independent, individualized and interactive learning.
4. Enhance Chinese learning
  - To extend Chinese learning through:
    - i. Allocating more teaching time to Chinese lessons
    - ii. Restructuring the Chinese Language curriculum
    - iii. Organizing Chinese Remedial Programme
    - iv. Organizing one-to-one basis Chinese Speaking Training
    - v. Creating authentic situations including organizing visits to local community, schools or institutions for pupils to apply their Chinese Language skills
    - vi. Organizing whole-school approach activities through which pupils are immersed into the Chinese culture
    - vii. Setting up a print-rich environment and technological devices are introduced in the campus to visualize the Chinese elements
5. Nurture creative problem solvers through STEM education
  - To develop school-based trans-disciplinary programme to promote STEM Education in senior year levels.

## **Major Concern 2: To develop positive values and attitudes through moral & civic education**

1. Foster pupils' positive values with a focus on love and care
  - Implementing School-based Moral and Civic Education Curriculum
    - i. Thematic Talks
    - ii. Enrich SLP curriculum
  - Implementing the Whole School Approach Award Scheme.
    - i. Apple of My Eyes
    - ii. One Student One Post
    - iii. Lightening School Bag Programme
  
2. Identify pupils' need and render specific support programmes
  - Implementing Whole Person Development Programme
    - i. Hong Kong's Rugby Spirit
    - ii. Junior Tennis
    - iii. Squash Programme
  - Implementing Developmental Group Programmes
    - i. Social Skills
    - ii. Concentration Skills
    - iii. Self-management Skills
    - iv. Leadership Skills
    - v. Self-confidence Enhancement
    - vi. Emotional Management Training
  - Application in real contexts through:
    - i. Visits
    - ii. Community services
  
3. Identify pupils' need and render individual support to pupils in need
  - Professional analysis on pupils' need through level discipline meetings
  - Assign "Angel Teacher" to take care of each at-risk child on one-to-one basis
  
4. Equip parents with appropriate parenting skills and foster home-school co-operation
  - Parents Education Programme
    - i. Thematic Talks
    - ii. Specific workshops for ethnic minority groups